

Maritza Miller '13  
Dartmouth College Oral History Program  
Dartmouth Community and Dartmouth's World  
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AL-JABER: Today is March 8<sup>th</sup>. It's a Friday, and I'm here at Rauner Library with Maritza Miller, who is a '13. So could we start off by you telling me a little bit about your life before you came to Dartmouth?

MILLER: Okay. I was born and raised in Atlanta, Georgia, and I went to public schools all my life. I was raised in a two-parent household, and I have an older sister, and I played sports and instruments. I played the oboe and the piano. And I thought it was pretty normal, I guess, a regular life, assuming I come from a middle-class family. My mom works for the CDC, the Centers for Disease Control in Atlanta, and my dad is a UPS truck driver, and my older sister graduated college two years ago, and she is currently working as a nanny. So, yeah.

AL-JABER: What was high school like for you? What things did you immerse yourself in?

MILLER: In high school I tried to be in every club possible. I was in the Beta Club, and the National Honor Society, and the Art National Honor Society, and the Spanish National Honor Society, and I played softball, soccer and I swam. And I thought it was a very diverse school. Like, there were all different races and ethnicities there, so it wasn't—I think it was a pretty even split.

I took advanced classes. I was diagnosed with dyslexia in the fourth grade, so that made it a little more difficult to get into classes. I struggled with the school system to place me in appropriate classes, so that was something I had to work with. They just assumed, because of my dyslexia, I wasn't smart enough to be in certain classes, so they just would place me in, like, lower-level classes, and every year I'd have to go into the school and be, like, "Look at me. I'm actually capable of doing these things." So that was tough. But other than that, I really enjoyed high school.

AL-JABER: How did you learn about Dartmouth?

MILLER: I actually got, like, a little postcard in the mail, and it said that there was an alum in Atlanta who was giving an info session on Dartmouth and my mom was, like, “Okay, let’s go.” So we went. I was completely under-dressed. I was wearing a pair of jeans and a T-shirt, and everybody, like, seemed like they came for an interview or something; they were all dressed up really nice. And I just stood in the back of the room, and they told me about everything. And I just thought it would be a really great place to be.

So then I came on a program between my junior and senior year called Dartmouth Bound, or Destination Dartmouth, but I think it’s called Dartmouth Bound now. It was during sophomore summer, and I just fell in love with the place.

AL-JABER: What was it that drew you?

MILLER: I had a few really strange criteria when I came to apply for college. One was that they had to have Coca-Cola products. Being from Atlanta, I’m a die-hard fan of Coca-Cola, which is probably not the best criteria, but Dartmouth had it. I also wanted to see people actually enjoying themselves, and I think the fact that I came during sophomore summer actually helped that ‘cause there were people on the Green, and they just seemed like they were having a good time. Like, they were still obviously studying. Like, people had books and computers, but it still seemed like they were enjoying their time. And it just seemed like a nice, down-like-home place to be, in comparison—like, when I went to, like, tours of other schools, it just—it didn’t compare.

AL-JABER: Do you feel like high school prepared you for Dartmouth?

MILLER: I don’t think so. Although I think my high school was a great place, I think there were a lot of things I just wasn’t prepared for when I came to Dartmouth, because I wasn’t challenged very much in high school. I feel like everything kind of came easily. When it came time to studying here, I didn’t know how to study, so for the first tests I took, I didn’t do well because I didn’t know, like, when to start studying or how to study. So that was a big problem I had.

I also didn't really take notes in class. In high school, they always had, like, notes to give to you or, like, an outline of their presentations, whereas here you have to, like, know what is relevant to, like, preparing for the test, essentially. So I wasn't a good note taker. I wasn't a good test taker. I wasn't a good studier. And I definitely had to change all of that in order to, like, stay in school, essentially.

AL-JABER: Did you reach out to other people to help you with that process?

MILLER: I actually worked through the Student Accessibility Services, and because of my learning disability, they helped me out, and they also assigned me a note taker, so that was nice. That was helpful. And, you know, I just—I started getting into study groups. I went to the Tutor Clearinghouse, and I got tutors. And I got into, like, the big study groups on campus to just try different ways of studying. And, like, by sophomore year, I understood, like, what worked best for me. And so I just stuck to those paths, so now I study with, like, two other people in my class, and I tend to do better on tests because, like, between the three of us, we figure out what needs to get done, which is nice.

AL-JABER: So what's your major?

MILLER: I'm a psychology major.

AL-JABER: Can you talk to me about your experience coming into Dartmouth? Did you attend those DOC trips?

MILLER: I did. I went on Cabin Camping, Section, like, G, so it was, like, one of the last sections. And I think I was a little overwhelmed when I first came in, just because of, like, all of the energy, which I thought was amazing, but I just didn't expect it.

And I went on this trip, and I met people, and I think it was a good experience because, you know, freshman year is the first time you, like, form bonds, and I met people that weren't on my floor, so I'm still friends with, like, two or three of them now, and we talk and we hang out, which is nice because, like, these people weren't necessarily in my dorm because you tend to, like, go towards people in your dorm, and then

once you leave freshman year, you don't necessarily have them because of the D-Plan. So because there were other people around campus that I knew, it was nice to have those connections, so.

AL-JABER: And how did you go about setting up a sense of community, or were you more focused on academics when you first got here?

MILLER: Um, I think it was an even balance, and I think my community was generally based on, like, where I lived. I lived in the River, which is a little bit further off campus in comparison to other dorms, so I tended to bond with the people on my floor and in the River Cluster, and we'd spend time together and talk about how ridiculous it was that we all lived in the River and how far away it was, and...I think that was my community freshman year.

And then I tried to expand it. I applied to be a UGA, so I got to meet more people. I had an upper-class community, and I met more people, and then I tried to join clubs to meet more people, so.

AL-JABER: What clubs did you join?

MILLER: I joined DREAM, and I participate in the Afro-American Society, and I do a program called DACC, which is the Dartmouth Alliance for Children of Color, where they bring children on campus from the Upper Valley, and we just play with them on Mondays, which is a lot of fun. I'm in Programming Board. I do—I don't know what else I do. Let's see.

I also got a job to meet more people. I know that's really weird. But I also needed the money, so that makes sense. But I work at Novak as well, and I've met a lot of new people that way. So there are all of those things.

AL-JABER: Is there one community that you identify with more?

MILLER: I think the Afro-American community. Um, I think in large part it was because I continuously received e-mails from them, so as soon as I stepped on campus, they were sending me e-mails about events they had and things like that, and I just

started to get involved, and now I'm on the exec board. I'm the treasurer of the community. So it's, like,—it's a nice little tight-knit community to be in.

AL-JABER: Has your sense of community changed over time?

MILLER: I think so. I feel like—like, I started out—like, I didn't start interacting with the Afro-American Society until, like, my sophomore year, so my sense of community definitely expanded, and it changed because I started out in the River, and I just kind of kept to the people that lived there. And then when I realized that they weren't there, I had to find a new community, so I had to, like, continuously change until I found one that fit me, so.

AL-JABER: And a lot of people when they first come on campus, they are—I want to say overwhelmed, but they're made very aware of the Greek life.

MILLER: Right.

AL-JABER: What are your thoughts on the Greek system, and did you ever consider joining?

MILLER: Oh. I am, I am. I didn't mention that. See, there's just so much going on. [Both chuckle.] I decided to rush to meet new people as well, and I ended up joining Kappa Delta Epsilon, so KDE, on campus. And I don't generally spend a lot of time there, but when I do it's nice to know that there are people there that will support you for pretty much anything you want to do.

I think Greek life is really big on campus, but I don't think you necessarily have to be part of the Greek system to enjoy yourself. And it can be overwhelming at times, definitely. Like, I try to separate myself from it as much as possible because I don't drink on campus. I just don't think—I don't know, I just don't like drinking. I don't like the taste of alcohol, so I try to avoid it at all costs. And a lot of fraternities and sororities tend to party hard, so sometimes I just don't show up to those events, you know, just as the more comfortable—or I decide to work during some of those events, so I'll go sit in Novak and just watch all the drunk people come back in.

AL-JABER: [Chuckles.]

MILLER: Yeah.

AL-JABER: But is their sorority understanding of that?

MILLER: Yeah, they definitely are. They—like, from day one, I was just, like, “You know, I don’t like drinking. I don’t drink,” and they were completely fine with it. They gave me orange juice instead. And, like, if they were, like, “Oh, do you want to participate? Like, here’s some orange juice.” Or, like, they completely understand it, and I think that’s one reason that I just like them so much, because even though they might be partaking, they never force me to do anything I don’t want to do, and they’re very understanding of what I want out of it.

AL-JABER: So what was rush like?

MILLER: [Chuckles.] It was a little overwhelming, especially since I know nothing—like, I knew nothing about the Greek system at all. My parents—like, my mother just didn’t think anything of sororities, and my dad didn’t tell me he was in a fraternity until after I rushed, so I just had no idea about it, and I didn’t know Greek letters, and I just—I felt like I was just going through the system and meeting these people that I wouldn’t remember because there were so many of them. And... I think it turned out well for me. Like, I lucked out and I got into a house that I felt very comfortable in and that I liked. But I think the whole process is very quick, and it’s not the best way to get to know people and get to know the places where you could potentially feel comfortable.

And after rushing, I decided that I would help underclassmen rush, so I decided to sign up as a recruitment counselor, just to, like, help them through the process and to help them understand, like, what’s going on, because my recruitment counselor helped me so much in, like, explaining what Greek letters were in the first place and what house—like, what houses were where and things like that. So I thought it was helpful, and I thought that just being a person someone could potentially lean on during that process would be nice.

AL-JABER: And how would you define the Dartmouth community? Does it include students, administrators?

MILLER: Honestly, I feel like it's kind of segregated. I feel like minorities keep to themselves, and the majorities don't really want to associate with them. I think that's a large reason for the different bias, like, issues we have on campus. Sometimes it is a bit of an uncomfortable situation to be in because of, like, these very obvious segregations. And I think it's on both sides. Like, the minorities segregate themselves from the majority, and the majorities segregate themselves from the minority. And there are very few that intermix, I guess.

And it's not even just by race. It's, like, by Greek house or by club or things like that. So I try to expand as much as possible, but not everybody does that, and I completely understand if there's a situation that you're more comfortable in, then by all means—but... it's been different.

AL-JABER: What is it like being a minority on campus?

MILLER: Some days are better than others. When I was growing up—I come from a biracial family, so I was aware that I was—like, I was aware that Mom and Dad looked different skin-wise, but I never really thought about race. And then I went to a very diverse school, so, like, race was never, like,—like, it was obviously there, but it was never, like, *Oh, I'm black, so I clearly need to, like, associate with these people, like, or I shouldn't do this or this because of these stereotypes.* Like, I have never been more aware of my race until I came to Dartmouth campus, and it's different. It's definitely interesting.

Like, when I'm sitting in the class and I'm the only minority or the only African-American, and people look to me to explain the entire African-American race. And it's, like, I am just one person, and I don't know about all these other people 'cause we're all very different. So it's, like, to be that, like, point person is difficult. Like, I don't know everything there is to know about anything, so that was a struggle.

And... I don't know. But then, in certain times, it's, like, you know what? I am proud to be an African-American woman in

the Dartmouth community. So it just really depends on the day and the class that you go into.

AL-JABER: But outside of the class.

MILLER: Outside of the class, I personally don't have problems with it because I feel like if you have a problem with me and my race, just stay away from me. I don't want to deal with you. Like, I'm more than happy to be cordial and inviting to you, but if you don't want to deal with me, then that's your prerogative. So if someone has a problem with me because of my race, I can't change that.

AL-JABER: But you've never had an incident on campus.

MILLER: I have not, but a lot of my friends have, and I sympathize with them. But I think I don't know how it feels until I've actually experienced it myself, so I don't—like, I feel bad, and I can get angry and worked up about it, but at the end of the day, I don't know how they feel, which is tough sometimes, because a lot of them are hurt by the situation. It's hard to understand because of—like, you can't change your race. Like, I can't go bleach my skin and become whiter, so it's, like, you're essentially pointing out something that I can't change, whereas I can change the length of my hair if I wanted to or I could put on makeup to make myself look prettier, but I can't change my skin color.

AL-JABER: So have you made it known in the classroom that you don't want to become this unintentional spokesperson for your race?

MILLER: Well, usually when they ask, I just blatantly say, I'm just like, "I honestly don't know about everyone in the African-American community. I'm just one person, and I don't think that you can just ask me and get the general view of what's going on, but in my personal opinion..." and then I'll say what I think. And I think that's helped a little bit. Whether people think I'm joking or not is an entirely different question. But, yeah, I try to make it known that it's not okay for them to just assume that I know everything about the African-American race.



AL-JABER: And so has the Dartmouth community changed in the four years that you've been here?

MILLER: I think so. I think it has actually become more biased and racist, which is interesting. And I don't know if that's— because I do notice an increase in minority students on campus. I don't know if it's because there's more minority students or if it's because the incoming classes just have more openly racist people, whereas the other classes might have had people that were racist but they kept it to themselves. Like, I'm not sure, but it has definitely changed, and I don't know if it's for the better. I definitely think it's good that we are getting more minorities on campus, but I don't think it's okay for people to be really mean about it.

AL-JABER: So how do you think the administration is handling these increasing incidents of bias?

MILLER: Like, I've heard a lot of things that are happening, but I think it's hard for them to address it because of, like, freedom of speech and things like that. But, you know, I don't—I feel like nothing's really being done. I feel like there's a lot of talk about what could potentially happen. But I feel like until some moves are made to actually, like, show progress, the administration won't get very far, because you can talk as much as you want, but action is what I think needs to happen now.

AL-JABER: So a lot of what this project is about is finding out where *you* fit into the Dartmouth community, so could you talk about the times where you felt like an insider and other times where you felt like an outsider?

MILLER: Sure.

AL-JABER: And where do you see yourself in terms of those two extremes, I guess?

MILLER: Okay. I think one way I tried to feel like an insider was by joining a sorority, and in a lot of ways that did make me feel like, you know, I was part of the Dartmouth system. You know, I did what, like, 90 percent of the people do. I was clearly following the herd. So I felt like an insider in that situation.

I think a lot of times that I feel like an outsider aren't necessarily related to my race but are related more so to my learning disability, just because that's also a minority on campus. I don't think very many kids with learning disabilities could just go to Ivy League schools on a daily basis. And so it's difficult because I have to communicate with my professors about, like, different accommodations I need, and sometimes they're very understanding and sometimes they can just be, like, "Okay, well, that's great. Like, what do you want me to do?" Like, I've had incidents where, like, because of my dyslexia I don't spell well at all. Like, that's why there was an invention for Spell Check. You know, like, that helps me, but when I have to write things, I just don't spell okay, and then one of my professors took off for spelling, and I went in to him, and I was, like, "You know, based on the laws, because of my dyslexia you can't count me off for spelling." And he asked me if I was going to get better at it. And I was, like, "What do you mean by getting better at it? Like, unless I get a brain transplant, I can't just get better at it. I've been working on it for, like, twenty years now, and this is the level I'm at. So it's gotten me this far."

So it's just, like, situations like that where it's just kind of like—well, clearly, this is not a regular occurrence to these people. Like, people obviously know how to spell very well here, or, like—so it just makes me feel like—you know, it's me. It's like I'm doing something wrong.

And there are other times where I have to get my books essentially converted so my computer can read them to me, and sometimes they don't get them converted fast enough, so I'll be sitting in class and I just won't know what's going on. And it's not that I'm not motivated to do the work, it's I physically do not have the readings, and I cannot do them, because I have to turn in my books to the system, the Services, and they have to convert them, and then, like, send them to me to have my computer read them. And I got a computer, like, CD-ROM thing downloaded onto my computer so it would, like—could transcribe them to read them. And so I'll be sitting in class, and I just won't know what's going on.

Or, like, I'll have to take a quiz on readings, and I'll have to go up to the professor and be, like, "Listen," you know, like, "my documents haven't been converted in time for me to take this, so I don't know what's going on." And that also just makes me feel like—sometimes I just feel like this might not have been the right place for me. But I'm almost done, so I can't really change it now.

So those are definitely times where I feel like an outsider.

AL-JABER: Were your friends aware of your dyslexia?

MILLER: I try to be as open about it as possible, just because I think it's a learning experience for everyone, including me. I'm not ashamed of it. It's part of me, and I can't change it, so why hide something that I can't fix?

AL-JABER: So were you aware, before you came to Dartmouth, that it would be as academically challenging as it is?

MILLER: I didn't think it would be that hard because in high school—again, I guess I just wasn't challenged enough to realize that I needed as much help. Like, I did have an individual education plan, and I got, like, extended time on testing and things of that nature. But I also had my, like, a really good support system from my family, so if I needed a book read to me, my mom or my sister would read it. Like, they'd be, "Oh, yeah, let's just sit down and read this really quickly." Like, a chapter of my biology textbook. And then I'd be, like, "Okay, great. Yeah, I understand that. Let's go."

So I guess I just didn't realize how much was going to go into it, but I did know that I was going to need help, and so when I was applying to schools, I was looking at their, like, student services for people with learning disabilities, to make sure—so I only applied to schools with services like this.

And, you know, I think it was just—sometimes I would have, like, twenty books that needed to be converted, and there's two people working in the office, so it's, like, there's a lot that needs to be done for the office. Like, they need to get more funding to hire people. But then again, it's like why would we funding to a program when there's only, like, a few, like less than, like, 2 percent of students that need help. So it's—I just

didn't realize how difficult it would be. So I thought it would just be, like, coming in and it wouldn't really slow me down, when in actuality, like, it has hindered a lot of situations. Like, I had to drop a class. I had to get, like, an extension or an incomplete in a class because—until, like, I turned in stuff, just because I just didn't have the materials I needed, so.

AL-JABER: It sounds like you had to work twice as hard as everyone else—

MILLER: Yeah.

AL-JABER: —just to do the exact same work.

MILLER: Yeah, so I'm definitely looking forward to graduation and the fact that, like, you know, I've accomplished something. Like, even though—I don't think my grades are the best, but obviously because I don't have the materials I need all the time. It's the fact that I've managed to, like, stay in school and finish is a feat for me. So I went from, like, a straight-A student to straight C's. But the fact that I was, like, passing the classes—like, I had to rethink, and it would be, like, okay—you know, the fact that I didn't have my materials, but I still managed to get this stuff done, and I still managed to pass the class was, like, a feat for me, which isn't really good on my GPA, but, you know, at the end of the day I'm—I'm glad—like, this is going to be a really big accomplishment for me.

AL-JABER: Do you talk to other people with dyslexia on campus?

MILLER: They don't—generally—I've met a few, but because of, like, the privacy laws, they don't generally get to tell you, like, "Oh, this other person also has dyslexia." So, like, because I'm very open with it, like, some other people have been, like, "Oh, wow! Well, actually I am also dyslexic," and we'd, like, form friendships through that. But I don't know very many of them. So it's kind of difficult to be, like—and then when I talk to my friends about the problems I have, like, they feel just like I do when they have bias incidents. Like, they feel bad for me, but they don't really know how to respond because none of them have had these problems. So, you know, like, when I've had a really bad day and, like, I don't have my course work yet and I'm just really upset and I've talked to

the Student Accessibility Services about it and because they only have, like, two people working there, like, this happened, so—it's like—at the end of the day, what can they do about it? They can only be, like, a shoulder to cry on. So it's been—it's been a struggle, but I'm almost done. I'm pushing through.

AL-JABER: Mmm. But did it undermine your confidence when you got here?

MILLER: A lot, a lot. I've had a lot of calls home, where I was just, like, "You know, I'm not smart enough. I can't do this." But, you know, because of such an awesome support system, they definitely reassured me that it wasn't me that was the problem. Like, sometimes—it's sometimes me. I can say that. But I think for this situation, it's—oh, I spit a little bit. Sorry. It's not that I'm not smart enough, and I think it took me—it did take me, like, four years to get to that point where it's—I'm actually very smart. It's just that if I don't have the resources I need, I can't prove that to anyone.

AL-JABER: Did you ever think about dropping out?

MILLER: No. I think—I don't know. I really like learning, so it's not—I never really thought of it. You know, my parents always taught me that college was the next step. My sister graduated. My parents were first-generation students. So I just figured it was the thing to do. And I knew that if I worked hard enough, I would do it, and, I don't know, it's just—once I set my mind to something, then, not gonna quit. I think that also stemmed from a really good support system, because without them I wouldn't be here.

AL-JABER: So as you were facing these academic challenges, did that preoccupy you, in a sense, from, like, from establishing a sense of community, or were you able to do both simultaneously?

MILLER: I think at first I tried to hide it a little more. I generally didn't talk about my problems with other people. I would just call home, because they lived with me for my entire life and they knew kind of—so, like, even though I was open about my dyslexia, I didn't necessarily, like, go to people and be, like, "This is the problem I'm having." So, I tried to, like, just, like,

go off to the side and call my family and just be, like, you know, “Here’s the bad day I’ve had. I need help in these areas. Like, what do you think I should do, or how do you think I should go about this?” And then I would just, like, go back in and pretend like nothing was wrong. And I think that, like, didn’t interfere with my community, but it, like, kind of interfered with the way I responded to them, because I was essentially hiding, like, the problems I was having. But—I don’t know.

Like, I don’t think it, like, changed how I formed communities because I still wanted to—I realized that school wasn’t the entire portion of college experience; it was also forming those communities, so if I had a problem in the class, I tried not to take it out on, like, my community, if that makes sense.

AL-JABER: Mm-hm. Yeah, it does.

Do you think Dartmouth’s sense of location affects its community?

MILLER: I do. I’m not sure if it’s for the better. I think because it’s so closed off, it’s, like,—and, like, for—I don’t have, like, a car. I literally just got a car that I drove up from Georgia, like, this term, so for four years, it’s not like I could go anywhere. I could walk to CVS. CVS was my big adventure of the week. I would go and walk through every aisle and then just leave, because, like, you know, I’d get the, like, few things I needed, like a toothbrush or toothpaste, but I think it really—you know, like, part of college is also meeting the people around the college. But there’s not—there’s really not that many people here, and all of them that are here, you already meet because you go sit in a class and they lecture you or something like that. So I think it has kind of made Dartmouth more a closed-off community and kind of you have to stick to your own—within it, and there’s no expansion.

AL-JABER: Yeah. And it’s hard if you don’t find a community—

MILLER: Yeah.

AL-JABER: —on your own—

MILLER: Yeah.

AL-JABER: —how are you ever gonna interact with people?

MILLER: Exactly. But it kind of forces you to form those communities because if you don't, then it's going to be a sad four years if you decide to stay, you know? So. And there are some people that I know that transferred because they didn't like, like, the location and the communities here. And, like, I understand why they did that. But I think the reason I stayed was also because of the friendships I formed. Like, we all were, like, would motivate each other. I made a pact with one of my friends freshman year. I was, like, "We are both graduating in four years no matter what. Like, we're gonna stay here. We're gonna graduate. We're gonna support each other and get it done. And we're gonna get that Ivy League diploma." And I think that's another factor that—just, like, I want that diploma, so I think that's, like, the reason I've stayed, is for the diploma.

AL-JABER: And you're almost there.

MILLER: I'm almost there. I have, like, three more months! So I'm making progress.

AL-JABER: Yeah. I don't think anything could stop you at this point.

MILLER: It shouldn't.

AL-JABER: So how would you think—how do you see that Dartmouth has changed you over the past four years?

MILLER: I think it's made me stronger, just because I've had to go through, like, so many different struggles, and it's made me more confident in myself. You know, like, realizing that I can do things, and it might take a little longer, but at the end of the day I'm gonna get it done. So it's made me more motivated and more just happy to me, which I don't think happens very often, but I think I lucked out.

AL-JABER: And sort of we talked about you being a minority on campus. What is it like being a woman on campus? We're on a campus that's sort of been—

MILLER: Yeah.

AL-JABER: —dealing with sexual assault—

MILLER: Sexual assault and issues, and it was predominantly male for a really long time.

AL-JABER: Yeah.

MILLER: I think—I tend to keep, like, to myself, so I try to avoid most situations. I spend a lot of time watching movies in my room, by myself. That's the way I wind down after classes and things like that. So, um, you know—but you always have to be aware. Like, when you're walking around at night or, like, when you go out to a frat, you have to be more aware of, like, what you drink and how much you drink, and, I think—

Being a woman is another thing I just can't change, so I just try to protect myself as best I possibly can, and I make decisions to go out with a group of people instead of by myself, and I make sure that, like, if I feel uncomfortable walking back to my dorm at night, I call Safe Ride. And I think, like, you—I've had to put a lot more thought into, like, what I do before I do it as a woman. You have to, like, really think about—especially, like, when it comes to the social scene on campus. You just have to really think things through before you're just, like, *Okay, I'm gonna do this*, which is interesting, because I don't think men have to really think about things before they go out at night, and like... So it's been, like, a learning and more thought-driven experience for me as a woman.

AL-JABER: Has that—is it annoying having to deal with that?

MILLER: Sometimes. Sometimes I wish I could just, like, get up and go, but then I'm also a worrier, so then I worry about, like, what—I don't know, I always think about what could potentially happen in a situation. Like, I wish I could just walk back to my dorm, 'cause I like walking, and I like walking in the cold air and stuff, but it's, like, *You know, I might—Dartmouth seems like a pretty safe place, but anything's possible, so maybe I should call Safe Ride*. So it's, like, always that, like, second guessing situation. Like, after I'm like, *Oh, yeah, I'm just gonna go do it*. And then I'm, like, *Mmm, wait a minute. Maybe not*. So.



AL-JABER: And it's a big drinking culture here, —

MILLER: Yeah.

AL-JABER: —and you don't drink.

MILLER: I don't.

AL-JABER: Do you feel like that has sort of isolated you?

MILLER: No. I think it's actually made me more of a hot commodity because I am the vigilant one who can, like, look out for my friends.

AL-JABER: The designated driver.

MILLER: Yeah. You know, like, in evolutionary psychology we learned that, like, you, in order to stay, like, friends with someone, you have to think that they have something that you don't have, and by me not drinking and I'm always aware of what's going on in a situation, I always make sure I look out for my friends. And if there's a situation that they feel uncomfortable or they look uncomfortable, then I'm always the one who's going to go get them out of that. And I think that, at the end of the day, they appreciate that, and they know that I'm there to help them, no matter what. So I think it's honestly helped me.

And I'm more entertained by intoxicated people than anything, and it's also kind of fun to, like, have conversations with them and, like, kind of mess with their minds because they're already kind of screwed up as is. So, like, if you just say random things and they believe you, it's even more exciting. So I've tried to make fun—like, fun out of the situation.

AL-JABER: And sort of outside of Greek life and all these parties, what do you do—

MILLER: Sleep.

AL-JABER: Oh!

- MILLER: A lot. I know that sounds really weird, but usually—
- AL-JABER: You're a senior. You earned it.
- MILLER: Yeah! I've been takin' lots of naps. I do it in between classes, and I go to class, then I go back and take a nap, and then I go to work, and then I do work, and then I go to bed. I've been sleeping a lot this term. And also I don't like winters very much, so I tried to avoid going outside as much as possible.
- AL-JABER: That's a good idea.
- MILLER: Yeah.
- AL-JABER: Hibernate.
- MILLER: Yeah.
- AL-JABER: So it's seems—I don't want to make assumptions. How do you—would you see yourself more as an insider or an outsider at Dartmouth?
- MILLER: I don't—I feel like I'm very inside with the group I associate with, but on a large scale, I don't think we'd be considered inside. Like, I don't—I think I'm more in the middle. I don't know if that's—it's obviously on the scale. I've never felt, like, super-outsided, like, unless I'm in, like, a specific situation and, like—but just on everyday campus, like, I feel pretty in tuned, I guess. So I'd say I'm more of middle ground, depending on, like, what I'm doing.
- AL-JABER: And that's where you want to be, or would you rather be an inside?
- MILLER: I'm perfectly fine being in the middle. Like, I think that helps you learn as well. I think that when you're an outsider, you've learned, like, the struggles you have to go through, and that makes you a stronger person, and when you're on the inside you realize, you know, like, this might not actually be the place I want to be. So to be on that middle ground is actually very nice, and I wouldn't change it.

AL-JABER: I think we've covered all the questions, but is there anything you want to add about your sense of community at Dartmouth and where you see yourself fitting into the larger scheme of things?

MILLER: I don't think—I guess I could just say that I wouldn't change, like, where I ended up, but I don't know—like, if I was asked to come to Dartmouth again and redo everything, I don't think I would, if that makes sense. I think, like, I've done it, and I've experienced it, and I probably won't be coming back for the five-year reunion. You know, it's, like, maybe 50 years from now I'll revisit.

AL-JABER: Yeah. You need distance a little bit.

MILLER: Yeah. I definitely think that I'm almost done and I'm gonna move on for a while.

AL-JABER: So you're not going to be one of those active alumnae.

MILLER: No. Definitely not, definitely not. I'm going to—you know, like—yeah, probably not. I'll try. I'll give a dollar or two if I have money, but, you know—and, I mean, like, if I have kids, if they want to apply here, I won't, like, tell them no, they can't, but---

AL-JABER: And they'll have you as a reference.

MILLER: Yeah, a reference. And hopefully—you know. But I think it was a great learning experience along the way for life and educational purposes.

AL-JABER: Well, thank you.

MILLER: No problem.

AL-JABER: I'm going to turn it off now.

MILLER: That's perfectly fine.

**[End of interview.]**