

TRANSCRIPT—WILLIE "BRAD" BRADSHAW

Interviewee: WILLIE "BRAD" BRADSHAW

Interviewer: Bob Gilgor

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START TAPE 1, SIDE A

BOB GILGOR: This is February 23rd in the year 2001 and this is Bob Gilgor interviewing Coach Brad Bradshaw at the Chapel Hill Library.

Good morning, Brad.

BRAD BRADSHAW: Good morning, Bob.

BG: I appreciate your coming here and talking with me this morning. Thank you.

BB: You're quite welcome.

BG: I'll begin with a broad question with two parts: Where did you grow up, and what was it like growing up?

BB: I'm a native of Durham, North Carolina. I don't know whether you know where it is or not, but if you know where Northgate Mall is, I was born and raised in that particular vicinity.

I was born in a neighborhood that was very (). I happened to be the only child from a single-parent family, being raised by my mother. All of us in the neighborhood were basically the same. And we didn't know we were basically the same. And when I say basically the same, all of us were poor. None of us had anything at all. It so happened that being raised by a single-parent family, she was insistent that one of the things that I try to do was finish high school because no one in my family had ever finished high school.

And believe it or not, Bob, I have been surrounded by women for most of my life. Just to get away from them a little bit, and come back to them, I'm surrounded by women now. There's my mother. I have two daughters, a wife. I have a granddaughter. And I have an aunt, who has two daughters. And when

grandparents are off, there won't be no more grandchild because I have no brother or sister () of me and my family.

But going further. I went to an elementary school, which was a good school. The only persons there were ladies. Ladies taught us at Waltown Elementary School. It's the corner of Club Boulevard and what is now—I call it Third Street; they renamed the street but it's still Third Street to me. It was strictly segregated. However, we got a basic good education, for being from a community that was a ways away from a lot of other people. Not too close to a whole lot of people, but close enough.

Believe it or not, being segregated, we accepted the fact that no buses ran for us to go to high school when we did go. And what we had to do was walk. We walked by many white schools to go to high school. And the only black high school in town at that time was Hillside High School. So I'm a product of Hillside also. Not the first Hillside, but the second Hillside. There's been three Hillside, and the newest one is the fourth Hillside. So I'm a product of the old Hillside High School, which went from grade seventh through twelfth.

I was fortunate enough as a kid to be around people who really cared for the kids in that community. Because they were the ones who helped direct you to be good, do the best that you could, while you were young. In other words, if I did something wrong, not only could people in the neighborhood do things to me, but also they could tell my mother and my mother would do things to me.

I consider myself being a pretty good elementary school student because, during that particular time, we had to rent books when we went to school, and moving from the sixth grade to the seventh grade, I think I had the second highest average it was. So therefore I got my book rental fee paid for a half a year when I went to high school.

() high school in the seventh grade, you ran into all the kids from across the whole spectrum of Durham. And most of us had to travel the same way: we walked to school and we walked from school. And it was a pretty good distance.

One thing that we had in our favor, coming from the Waltown community, was that there was a () tobacco factory. Back then it was in full force. A lot of parents, a lot of friends, a lot of people in the neighborhood worked at this place. So whenever we'd get at a certain point, we'd always try to thumb our way from that particular point to school. Sometimes we were successful, and sometimes we weren't

successful. We knew what time we had to be in school so we didn't have a ride by a quarter of eight we would have to foot it so we would get to school at least be eight-fifteen.

In high school, I went from the seventh grade from the ninth grade because they added the twelfth. I've never been in the eighth grade. I went from seventh grade to ninth grade. And being in the ninth grade, being in that particular school was quite an experience.

As I moved through school, I learned the value of some of the things that we had done in the community. And that was, I became an athlete. And becoming an athlete, it was one of those things that was real good for the whole city of Durham. I played on a football team in high school that was undefeated, untied, and unscored-on. A lot of people don't know that either, Bob, but that was true. And the next year—that was in my junior year—my senior year I played on a football team that didn't lose a game. So the two main years that I played football in high school, we were undefeated and untied. We did not lose a game. The team of 1943. Many of us are still together. I think there are still about six or seven of us. We meet once a month to keep that particular fire going.

Integration? Wasn't even thought about. We accepted the fact that we were segregated. We dealt with it in the ways that we could really and truthfully deal with it. No one thought about it in any form or fashion or whatever. We just accepted it and went on and did our thing.

We played at the same park that Durham High School played, which was the Durham Athletic Park, which is know as the DAP. We played—if we had home games, they were conflicting, we played the night after Durham High School played. So therefore we were able to play some Saturday night games and also we played some Thanksgiving Day games and games like that—very successful. We had a good following because of Hillside High School.

After finishing high school, I kind of backed my mom in a corner. She really wanted me to finish high school, and she didn't want me to participate in athletics my senior year. And I said, "Well if I can't participate in athletics, I'm not going to go school." Which meant that that was throwing a roadblock in what she had planned for me. I was fortunate enough that the coach of the high school was going back to his alma mater, which was North Carolina College for Negroes at that particular time, to become head coach and rekindle the football program. They cut the football program out in about 1941 and they decided they would rekindle it again in 1945. So therefore he was enticed to come to the college level to be the head

coach. And I guess there were about 25 or 30 of us who went from Hillside High School with Coach () to North Carolina Central University.

I had no idea that I would ever get the opportunity to go to college because of economic status as far as my family was concerned. But I was fortunate enough to go because of that particular person.

() graduating from Central, and I'd have to put a little wrinkle in there. It took me five years to get out of school, to graduate from North Carolina Central. The reason being that the first year that I went to college, I had never had that much free time on my hands in my life because my life had been dictated to go to class and do this and do that and do the other. And when I got to college I got the opportunity to do the things that I wanted. I misused it and abused it. So therefore I was put on probation for one quarter, which was, oh, the summer plus three months into the next school year. Then I was admitted back to school. So therefore I graduated—I participated in football, played baseball, tried out for the basketball team, tried out for the track team—and it was a good experience at North Carolina Central. So it took me an extra five years to graduate from North Carolina Central.

[Question missing?]

Bob, my mother only had a sixth grade education. She was a domestic. She worked most of her life as a domestic. She did do some work in and out of the tobacco factories. And I wished many times that had been her only job because it was a little more lucrative. I did have my father's sister and her family. They lived about half a block away from us. So I did have the resources. She was a very caring lady also. Her husband was my uncle. I considered him being the best man that I could know of. He didn't know anything but go to work, support his family, come home, eat his dinner, smoke his pipe on the porch and go to bed. So he was a very caring person too.

I do think that I did have some relatives in Orange County and in Chapel Hill too. There were some Bradsheros. And they did not spell their name the same way that I spelled mine. They would spell B-R-A-D-S-H-E-R-O. My dad changed the name when he came to Durham, he spelled it B-R-A-D-S-H-A-W. Reasons being, I'm not sure. But that was it.

My mother was—what do I want to say?—she basically controlled my particular activities while I was going to school. She's ninety-four years old and still living at the present time. And she still lives in

the same house that I spent eleven years in. Plus on top of that she still tries to maintain and live by herself.

When I came to see you this morning that's where I was coming from.

BG: I thought you were going to say she's still trying to control your life [laughs.]

BB: She'd try in a few minutes if I let her. So that's the way that that goes.

BG: What kind of a house was it that you grew up in? Frame house, one story, heating, things like that?

BB: Bob, I can tell you don't much about the South. Especially when it comes to the Afro-Americans. At first we lived in a house that was only basically three rooms. There was a front room, a middle room—which was a bedroom—and then the kitchen with the toilet facilities and those things being on the back. And it was a frame house. And believe it or not my mother became so attached to it and wanted to stay there until, I think about maybe twenty years ago, I bought the house after some improvements on it and gave it to her for a birthday present. So she's still living in the same house but it's much better now than it was when I was a kid coming up.

BG: So it was a rental house I assume?

BB: I was a rental house.

BG: You had a wood burning stove in there?

BB: A wood burning stove. And I said, Bob, that one day I was going to live in a house to the point where I could walk around with no shoes on, no clothes on, and be warm. Because getting up in the morning, making fires, and having it being cold () it was a little bit rough. And it was the same way in the whole neighborhood. In the morning, when you'd go outside, smoke would be coming from everybody's chimney, so it was basically the same. It's a different community now because of the changeovers in those particular things. There were some houses that were built across the street where my mom lived that I know, where at least forty or fifty years old, and it so happens that in the last two years they converted them into where one family owns. It looks very good now. So they added something to where she lives.

BG: When you were growing up, and your mom is working, who's looking after you during the day?

BB: I hear a lot of talk about latch-key kids and those things. There was such a thing then as mailbox-key kids. That's where the key was put, in the mailbox. And believe it or not no people were going into people's houses and stealing from them.

And we basically raised ourselves. Most of us liked to play ball. We liked to play football and we liked to play basketball. And we played softball. There was always someone around who worked basically being responsible for us. ()

And when I first came in to organized sports, there was a man that lived in our neighborhood who had played some baseball in one of the baseball (). He had a pretty big back yard. A lot of us went to his house, tried to play () No one basically was always ().

BG: When you were growing up, did you have a dictionary or an encyclopedia at home?

BB: Those particular things, my mom and my aunt and my uncle working, had been to the university, sometimes we were exposed to those things. But most of the time, when it came to encyclopedias, dictionaries, and those things, we had to use the ones that were at school. And believe it or not, a lot of those were hand-me-downs. When I say hand-me-downs, they came from the white schools down to the black schools. We had to rent them and what have you. Occasionally we would get some good books and things that would come from the university provided by my mom and my aunt and my uncle working at those places, anytime they'd come across those things.

BG: I'm interested in the chronology of what happened during your early years. You went to North Carolina Central. You graduated—not in four years but in five years—but you graduated. And then, what did you do after that?

BB: That particular year that I graduated, I knew that they had tried to draft me into the army before the end of () I got a deferment because I was in school. So the year that I graduated, I knew what was going to happen, that I basically was going into the service. So that particular summer, I did receive my notice that I would be () to go into the service. And I went into the army in October 1945, yes, 1945. I was drafted for twenty months. () I was often told that () if I wanted to go because of my education, because of my test scores when I came into the service. But I turned this down because () wanted to go to school () wanted to go to war ()

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My community was one of several working during those days, trying to better yourself, maybe help some other people (). So I went into the service, spent two years in the service. And I spent twenty months of those two years in the United States Army paratroopers. I was a paratrooper. () Fort Campbell, Kentucky. () Fort Bragg, North Carolina.

And believe it or not, a lot of these particular persons () But I don't think that that was the case. I really enjoyed going up there. I spent two years () paratroopers and doing those things. And I guess another reason why I went to the paratroopers, because () then I joined the paratroopers, went to Korea. And I wasn't going to Korea, not at that particular time. () My thing was I wanted to come home and wanted to go to work. But it was a good experience. Had a lot of discipline. Met a lot of people. () a lot of things. And basically ().

BG: When you finished your service and the paratroopers, what did you do after that?

BB: I came home and I decided that () all though college and if I () at that particular time () an Afro-American not only would be a () degree basically be a master's degree ().

My potential thing that started in high school was I wanted to be a coach. So I went back to school and started to work on () master's degree. And I started back to school, like, December. And I went to work on the playground in my neighborhood, working on the playground.

It so happened that Coach Riddick came by one day and asked me did I want a job. And I said, "I don't know, I'm on a master's program. Maybe I need to go on." And he said, "I told the man I might have someone to take this job." So I agreed to go for the interview. I went for the interview. I ended up taking the job, which was down in Scotland County, North Carolina. Scotland County () county seat and this is where-- I went to work at a school in Scotland County—it was the first black public high school in the county. Most of the kids in this particular county () went to () Institute but did not pay. The State paid () Institute to educate those kids. So I went to work at this public high school in (). A union school, basically one through twelve, and I went to work there. I was the first athletic coach, first physical education teacher. And whatever else needed to be done at that particular school. ()

Durham boy () five or ten miles, that was a long way then. It was one of those things, by my being a Durham boy, not exposed to the culture of the () place. I prayed every day for three years to the

good lord to deliver me from down there. And if he delivered me from down there I wouldn't even go back for a visit. And I think that I haven't been back more than five or six times in all of those years.

BG: So you stayed there for three years?

BB: Right. Stayed there for three years and then I decided that would either look to move or go back to school. And I came home one Saturday, and I heard that Coach Peerman was going to leave Lincoln High School here in Chapel Hill and go to the college ranks. So I came over on a Saturday and we talked about it. He introduced me to the principal, Mr. McDougle. Mr. McDougle and I sat and talked about it and then I went from there to see the superintendant who was Dr. () So after that he offered me the job.

Peerman and I had been in college together. We played baseball together. And I knew him way back because of his () before I went there. And he being all () we played baseball together. ().

BG: What year was that?

BB: That year was 1956.

BG: So you were coach at Lincoln from 1956--?

BB: From 1956 to 1961.

BG: What are your remembrances of—let's just start with the school in general?

BB: The school in general. () some athletic teams had been there. When I was in high school we had played against the old black Chapel Hill high school there. They called it the Orange County Training School then. We had played against them when I was in high school. And we had our little fun and jokes about Chapel Hill. I remember thinking that I would come to work in Chapel Hill.

He had had excellent teams, Bill, and I walked into a situation where there were some excellent football players that were left around, a good crop of football players. And my thing was worrying about, how can I pull these particular kids together to the point where we can continue the tradition () and I'll call it () at Lincoln. And we talked about this, the kids and I.

That particular summer before I came to work at Lincoln, it so happens that I had some kids in Durham, and there were some kids over here and we played baseball that summer against each other. I got to know some of them and some of them got to know me. When we had our first meeting, we talked about some things. I let them express their opinion about certain things and I expressed mine to the point where we came to a meeting of the minds.

Chapel Hill is a special place to me because of the success that I had. I had great success in Chapel Hill. The first year that I was at Chapel Hill, we tied for the state championship. The second year I was at Chapel Hill we played the same team and we won the state championship. The third year I was here at Chapel Hill, we lost the championship game. The fourth year that I was in Chapel Hill, we lost in the eastern final. We didn't get to the final game. And my last year that I was here, we won the state championship.

Along with that () we were all ending up playing two sports () we would go up to the first year that I was here. We made it to the semi-finals of the basketball state championships. And the second year that I was here at Lincoln, we played for the state championships, we played for the state final. And then after that, we had some good teams but we never could get out of the district to play in the state final.

BG: So you coached football and basketball?

BB: Football, basketball, anything else that they had. (). I taught physical education and history.

BG: What credos did you have? I mean, the record that you have is astounding. You went to the state championship four out of five years. You either tied or won three of those five years. That's an incredible record. What was the formula that you used for such success?

BB: The formula that I used basically was discipline and hard work. We had to work real hard at the things that we were doing. And believe or not, Bob, during that particular time there was no other paid assistant on the faculty. I did have a couple of volunteers. They would do things that I would ask them to do. We'd discuss it and they would do things that particular way. But when it comes to being paid, I was the one--. And I think this was good for me because it gave me the opportunity to coach both sides of the ball. And when I say that, it gave me an opportunity to coach the line, () and anything else that you were going through. So it really prepared me for later, when I moved to other jobs, to be able to do other things, when it comes to coaching.

And there were a lot of people that were real good to us when it comes to that part. One of the people that was good to us, the coaching staff down at the University of North Carolina was good to us. Because some things that we really needed that we didn't have, and they knew we needed them, we could get them. Some times on loan, some times on gifts, some times on others.

We had a loyal following of blacks and whites in the community when we were doing real good. In fact, the superintendant told me once, "More people in North Carolina know you than know me." I said, "Why do you say that, Dr. Johnson?" He said, "Well, I went to a meeting and I got ready to speak and someone said, 'Oh, you're the superintendant in the town where they got the good black football team.' So they know you more than they know me."

But it was one of those things that took hard work. The administration was behind me. The whole town was behind me. All of the teachers were behind me. Parents got behind me. And it was one of those things to the point where we just had certain rules and regulations. It wasn't going to be that particular way.

I know one year, we put off these—. The year before that—and these were seniors—we put two starting quarterback off the team and two starting halfbacks. Because the things that they wanted to do were not the things that I wanted them to do no matter what the kids thought that they should be doing. So we just put them off and we still continued to win. It's kind of funny, you don't like to talk about it. They were excellent athletes, but they just had some habits and we just wouldn't put up with them.

BG: Did you have certain rules that the players had to follow? It sounds like you did.

BB: We did. Number one is that they had to pass their classes. They had to come to school, because if you didn't come to school, you couldn't practice; if you didn't practice you weren't going to play. To pass the classes you had to conduct yourself a certain way. I didn't put too much—I tried to give them some time to see that—rest, correct food, what you can have with those things would be good for you. And of course when we went to play various games we had certain dress. Going to church together as a team. And a few other little quirks here and there that we did, that we thought were good.

And some kids in the town, they had some of the fellows in the town—grown men, some of them had grandchildren—would sometimes want to call me () for some of the things that I made some of them do.

BG: What kind of things did you make them do?

BB: Well, it's like the parents, trying to make the kid go to church, say, "You make him do more things that I can." I said, "Well there are some things that he wants to do that I have some control over. And he knows that if he doesn't do those things that I want him to do, I'm not going to let him do the things that he wants to do."

So it was really good times. Lincoln was known across the state of North Carolina not only because of the athletic teams. They had good bands. And they turned out good students. It's too bad that a lot of them got caught up to the point where without some help, they couldn't go to school. But then, they turned out some good students and what have you, the ones that could go to school.

BG: I guess in a way you've answered this question already, but I'll ask it anyway and be redundant: What did the football team mean to the students in the school?

BB: I've always said, and I still say, because of looking around now, if you have good athletic teams within the school system, then it cuts down on a lot of problems otherwise that you would have. And it starts basically with football, because football is the first sport that you play in the school year. I know now it's changed, because of the so many sports that you do play. But football was the predominant sport at this particular time. If you have good football teams, it permeates throughout the entire school and it helps the other things that you're going to do come up to par, come up to snuff or whatever you want to call it. It cuts down on a lot of discipline problems. Kids want to do more in school because they see the athletes. It makes the band want to be good.

I know the band master here at a different time was Clark Egerton. He was from Durham and a graduate of Hillside also. Even though I was the football coach, he used to tell me, "When you go scout the football team, scout the band and bring back a report to me, too, so I know exactly what they're doing." And they were an excellent, excellent, excellent band. A fellow said to me the other day when I spoke to the Rotary Club, "One of the things best I remember about Lincoln was watching those students march in the Christmas parade."

So when you have those things, and you have good athletic teams, it permeates, it goes through the whole student body. A lot of people () that want to do those things, want to do good things.

BG: What was the conditioning that the athletes went through in the summertime?

BB: Well, it wasn't basically like it is now. I have some thoughts about what they require things to do now as far as—basketball, the way kids play basketball year round. Other sports as well, they want baseball, where they had to play winter baseball in high school. People don't want certain athletes to play certain sports. My thing was, let a kid participate in as many sports as he wants to participate in, and later let him choose one that he wants to play. Now, most of the kids that I coached, they played football, they

played basketball, they played a lot of things too. When you get down to where you limit what a child can do, sometimes you run in to trouble. And I know now that everybody's looking at the big bucks you're going to make playing basketball, or you're going to make playing baseball, or you're going to make with a () or whatever. Why not let a child grow up normal, participate in all the things that he wants to participate, and if he's good enough when he gets to be a senior in high school, then let him choose the one that he want to play and let him go from there.

I think sometimes we burn kids out. One of my best friends, we argue all the time because he has a grandson who is an excellent baseball player, and he don't want him to play nothing else but baseball. I said, "That's wrong. Let him participate in all the things he wants to participate and then let him choose." People are so money-conscious about these things that I think they miss the boat. And a lot of kids are burned out by the time they're twelve, thirteen, fourteen years old. I couldn't imagine having a child nine or ten years old playing on a baseball team doing curve balls. I would be livid. He needs to be able to rear back and throw the ball as hard as he can, and learn to throw it over the plate. Not go and try to fool people. That's just me. I may be wrong, but that's just me. I played baseball and I know what it can do for you in the long run, cause all problems and everything else.

BG: Did you suggest that your football players during the summer get particular jobs or do weightlifting?

BB: Weightlifting was one of the things that we didn't do. It was kind of a taboo at that particular time. But now it's one of those things that if you don't do, then you're going to be way behind. Well, the only thing that () suggest to them was to try to find a job. One of my things I learned from playing college football was, if I worked in construction or worked outside during the summertime, it acclimated me for whenever football practice did start. Plus it did some other things for me too. Weightlifting was one of those things that weren't as prevalent then as it is now. You have to lift weights now if you want to be strong and keep up with what people are doing. But back then it was just one of those things that we didn't do.

BG: Was there a particular construction job that the athletes--?

BB: It didn't make any difference. I wanted them to have something to do during the summer so that they wouldn't be dripping and running in the streets and getting into a whole lot of trouble. It was one of those things that you could suggest. It was just a suggestion so that you'll stay out of trouble.

BG: I've heard stories about the uniforms that the players wore as well as some rituals that they went through before the game that seemed to me to be very intimidating to the other team. I wondered if you could discuss those two things—the shoes, the shoelaces, other things about the uniforms.

BB: I know one thing about it. We did go from the school to where we played—we played out at Carrboro baseball park, the same place as Chapel Hill High School played. We did singing. Kids would lead in prayer. They would lead in trying to be dressed as well as they could as far as the uniforms were concerned. I know that we bought one or two sets of brand-new uniforms when I was working there. And that was because of the amount of money that they were making and I wanted them to look as good as they possibly could. The way that they were playing I wanted people to see that they had their shoes shined. And that was left up to them. Those are about the only things, Bob, that really I can think about.

I know that the president of a college played against some kids that were at Lincoln when he was in high school. They were at the park warming up. And when they got there, they got off the bus, and he shook his head and said, "We're going to get tore up tonight." And basically we did tear them up as far as the score was concerned.

But as far as ritual and those things are concerned, I can't think of anything that really we did do. I know sometimes you got kids that don't like to shower. That was one of the things that I demanded that you do. Just basically sometimes just go in the shower with them and let them know that this is one of things that they had to do. One boy teasing me now saying, the reason he wipes between his toes was, I told him to wipe between his toes--.

BG: Maybe this didn't happen when you were a coach, but someone told me a story that the team would get on to the field and they'd do a lap around the field and they'd do a lap around the field and they'd go to the center of the field and they'd do some singing about a mountaintop in Tennessee and they'd have hand clapping and--.

BB: No. We tried to keep it low-key. We did () some type of formation and shout to the top of our lungs then. That could have been with Peerman but not with me.

BG: But you did have some rituals and () your warm-ups that kept enthusiasm and--. You mentioned uniforms and money from the uniforms. Did that come from profits that came from people paying to get in to see the game?

BB: It did. Because no money was allocated truthfully from the school system. We just didn't have money. So we had to use that particular money to buy uniforms, whatever athletic equipment. Oftentimes you'd end up being in debt. And you'd pay it off in three or four years, then you'd be out of debt. Then you'd go right back in debt again. But the university was mighty good. Mr. Morris Mason, who worked down in the athletic department down there, was mighty good about looking out for us. They had something that they just didn't want and they were going to get rid of it, he'd say, "Coach, I got something I think you can use." "Let me see it." And sometimes what they were casting off was as good or better than some of the things that we did have.

I can remember once when Coach Tatum was there, that he didn't believe in using a ball in mixed games. He got rid of those. I ended up with about sixty footballs. We had enough footballs to practice when it was rainy weather, when it was dry weather, when it was warm enough to play a game and (). Sometimes I gave them away.

We had one big kid who weighed pretty close to 300 pounds. We couldn't find shoulder pads anywhere to fit him. So they said, "Send him down here." And they put some shoulder pads on him.

So we had a lot of contact around town, which was very, very good. I don't imagine they do the same things now, but they did for us.

BG: If you had injuries, could you use the facilities down at the university?

BB: We probably could go and get some opinions about those particular things, if we had someone we wanted to look at. But believe it or not, we didn't have a trainer in the school, and I had come through a physical education program to the point where we had to learn to tape. So most of the taping that was done on any athlete, I was the one who had to do it.

BG: You were the coach and the trainer and the bottle washer there, hunh?

BB: Somebody else could do the cooking [laughs]. And I didn't do any driving of the buses, we had some other people to do that. But we were well taken care of as far as those things are concerned.

BG: I understand that the school provided a meal for the visiting team? Was that after the game?

BB: After the game. The first football game that I considered myself a coach—that was down in Lorenburg—went and played against Hamlet, North Carolina, Monroe Avenue. And Monroe Avenue had been playing football, and this school was just starting football, just starting football. First football game under the coach. And the coach beat us pretty bad that day. He didn't take his first string out, and just ran the score up on us. And I kind of stood there, and never forgot it. The three years I was down there he beat me pretty bad. The next year, I think he beat me by two touchdowns. The third year he beat me, like, one touchdown or three or four points. And I came to work here, at Chapel Hill. And we ended up playing him while I was in Chapel Hill, the five years I was in Chapel Hill. And the last year I was here we were supposed to go down at his place and play. But we had been so successful in Chapel Hill to where money was a thing that a lot of these teams didn't have. You could entice them to do certain things. So () we were supposed to go play him, and we were supposed to play in the day time, and on a twenty dollar guarantee, which wasn't any money at all. And I said, "Well () what you do: if you come to Chapel Hill to play us and play us at night, I'll give you 200 dollars and give you a meal before the game and a meal after the game." [tape stops]

END OF TAPE 1, SIDE A

START OF TAPE 1, SIDE B

BB: He () for this particular thing, which was a good deal for him. He didn't have to pay 200 dollars now. He's coming to play us. He's going to get two dollars, plus he's going to get two meals. And that particular night we beat him 60 to nothing. He said, "Well, I thought you had a good team. But I did not know you would beat me that bad." And I said, "Well, to be honest with you I could have made more, but I didn't. I really could have. Because one touchdown was made by a kid who was on the football team and he didn't weigh but 110 pounds but he stayed out there the whole time. He was a senior. So I said, "We'll give him a chance and see what he can do." He made a touchdown because I put the first string line in the game and put him in the back field and the first string quarterback and told him not to run nobody but him and let him score. So he scored. And that was the highlight of his career. So yes, we did those things,

and we fed teams after games. It built up some camaraderieship with people when you did those particular things.

BG: Did your team have the meal with the other team?

BB: Yes.

BG: That's a very sportsmanlike kind of thing to do.

BB: Well it was back then. You look for those things. Some teams will give them to you, some teams wouldn't give it to you. They say, "You come to play, I can't feed you. We can do this, we can do the other." People would come and prepare the meals. We'd pay them. We were very successful and made some money.

BG: I'm interested in your comment about Mr. Edgerton, that you should scout the band. I've interviewed a lot of people, and it just seems to me that performance and competition are two themes that run throughout the school. I wonder if you would address that. That's what Mr. Edgerston is saying to you: "We're going to outperform the other band. You need to scout them for us." You went down and you scouted. The tradition of winning is obvious from the record there. Can you address those two items, competition and performance at the school?

BB: Back then they had competition, too. You went to this particular meeting, you did this, that, and the other. Edgerton, he followed a legend himself. He followed Mr. Bell, Mug Bell as they called him. And Mug had had good bands. Both had graduated from North Carolina Central University. Edgerton came to Chapel Hill after Bell left. It was laid out to him just like it was laid out to me. But in going to scout out bands, he wanted to know what kind of formation they made, and how they sounded, and what have you. Because he put in a lot of time in working with bands, and formations they were making, homecomings, marching and those things too.

And it was strange because a lot of the kids on the football team played in the band too. So we'd get around sometime to where, if he needed them to do something, I would let them do it, and if I needed them to do something, he let them do it. So we never bucked heads about "he's coming with me today." We got along real well.

He'd say, "Well, how did the band look?" and I gave him my opinion of it. He was sharp and he would do something new. Everybody would be happy with it. It was great.

And believe it or not, after I left and went to work in Greensboro and then came back to work at Hillside, Edgerston was at Hillside. So we hooked up again. Both of us were Hillside graduates and we ended up working back at our Alma Mater. So that's the way it went. The competition was there. They had competition at bands just as they had competition in athletics. We helped each other as much as we possibly could.

BG: Let me interpret what you said if I may. I'm a football player and I'm in the band, and it's Homecoming. So I march in the band?

BB: You may. You may march in the parade for Homecoming. But that night, you're going to play football. And you're not going to be with the band.

BG: So you play football, and then at halftime, the band comes out?

BB: Right. He wouldn't be with the band. He'd be with me.

BG: So the parade wasn't directly before the game, it was in the afternoon?

BB: It was in the afternoon. Most Homecoming parades, most Christmas parades are in the afternoon. They didn't bother with the night in those days. Strange?

BG: It's wonderful. I mean, you could do so much as a student.

BB: Right. We shared people. You had to. The student population wasn't that large. There were three classifications during that time: 3A, 2A, 1A. We were a 2A team. 1A was smallest. Most 1A teams did not play football.

BG: Now you were a 2A school, but didn't you play 3A teams as well?

BB: We played one. We played Hillside.

BG: How did you do against Hillside?

BG: The first time we played Hillside, we tied Hillside, in Durham () Park. Second time we played Hillside, we played (), we beat them. And () because of the size. And the third year we would have played Hillside but the superintendant wouldn't let us play. We played, the year before, we played the game before school opened. And there was a rule you could not play unless school was open. He would not let us play. The politics got in some kind of way and he would not let us play. They probably would've beat us that year, too. They had a real good team that year.

BG: I want to go back to the assistants that you had, the unpaid assistant coaches. I wanted to find out who were they, did they come from Lincoln or were they other people in the community?

BB: NO, basically they had been athletes at Lincoln. One's name was Milt Bynum. You'll probably hear that name again, Milt Bynum. He's dead now, a diabetic. Another one was Abbot Hogan. Abbot later worked as transportation officer in the schools. He just retired maybe a couple of years ago.

Milt was around with these kids all the time. He knew all of them. So that was how he moved around and he came to help. He would do things that I would ask him to do as far as helping kids or getting messages to them about certain things. He was good at doing that.

Abbot—when I first came to work over here, where was Abbot?—Abbot was probably in the service and then he did some work for some of his friends because they owned a service station. Abbot had played at Lincoln and he had graduated from West Virginia State University. So he asked me did I mind if he came out and helped some, and my reply was "No." But most of the coaching fell directly on my shoulders.

BG: Did you have any help from the UNC coaching staff or any of the UNC players?

BB: No.

BG: Did you ever play Chapel Hill High School, either scrimmage them or play them?

BB: No. That was one thing that () don't do. And Bob () and I used to talk about that all the time. I think Bob was the one who talked about when they were going to build one high school, and then when we integrated the school, what it would be like. But, see, I left before that happened. Peerman was here when that happened.

BG: I understand in the late '40s and early '50s there were scrimmages between Chapel Hill High and either Orange County—it wasn't Orange, it was Lincoln—they were unofficial and there was an all-American end at Carolina who had arranged for that, one of the football players had arranged for that. You never heard about--?

BB: I didn't know anything about it and that's the first time I ever heard about it.

BG: I think it's important nowadays, and that's why I bring it up.

BB: We never did that. It was one of the things that we knew you weren't supposed to do. And I think Bob and I both would have lost our jobs if we had even tried to do it. () Chapel Hill High School

was right there on Franklin Street, right across from where Michael Jordan's is now. Had the old big building back there, made out of it, that's where they played the basketball game.

BG: Do you have remembrances of the school, the academic part of the school? You taught physical ed. Maybe you were off in gym and not part of the school?

BB: I taught history too.

BG: Well, let's talk about history and your teaching. Because I think that was an issue with integration. The issue I want to bring up is black history and how this was integrated into your curriculum.

BB: I'm trying to think now, did we set aside some particular days that we used as black history? But most of the history that we taught, we taught something about North Carolina, something about United States history. Of course some blacks would come in--. I don't think anything was considerably taught to where it was just Negro history. You might teach it as a portion of things. And history back then was a minor in history. I never knew until () went over to the State Department (). He got a minor in history, a minor in social studies. So that was fine.

But it wasn't one of those things to where it's done like it's done now. You know, the way you set aside a whole month to do it well. There was about a week that you would do it then. (). About three years ago, some of us who had played baseball here in town, Negro baseball they called it, we had a team, a team that was very good. Oftentimes during integration, we played against some of the white boys, but it was for a point of making money, and it was for a point of good sportsmanship or whatever. And three years ago, some of us who played black baseball made a little clip for FOX 50. And some of the kids who were around town said, "I didn't know you ever played baseball." I said, "There's a whole lot of things I never say anything about that I did do." And then we could talk from there.

But other than that, it was just one of those things. Now it's a whole month so they know much more about it. We would put up some pictures about things as far as blacks were concerned ().

BG: Now, the books that you used were from the white schools?

BB: They were hand-me-downs. Once in a while you get some new books. But most of them came from the book warehouse and so you could tell when they had been used before.

BG: I would assume that they were for white students and they didn't have any black history in them.

BB: Not too much.

BG: So you had to dig that up yourself?

BB: Yes.

BG: Was that easy to do?

BB: It is, especially when you're exposed to college libraries and you go through the black professors who'll tell you. And believe it or not, some of the persons that we had at North Carolina Central when I went there, there was John Hope Franklin. And then (). She was a historian, too. And Leroy Walker. Johnny (). Johnny Mack and Leroy were in physical education at Riddick. () was a football coach and played baseball for a fellow who is the umpire down in the Caribbean, South America. () some good instructors at that particular time and they really prepared us for what we were going out to face. Because at that particular time when you went to school as a black kid, there were certain things that you were looking to do. One was you either with the law, preached, or you were a teacher. () doctors. And that was it. So you prepared yourself to go in any of those fields.

BG: Law? North Carolina Central had a law school?

BB: Right. Still got one. Had a law school.

BG: I want to go back to the fans at the games. Some of them were saying that Lincoln drew from all over.

BB: They drew from in town, out in the county, from Durham, and anyplace else that was close by when they wanted to see good football played. So they'd be from all over. And then Pittsboro's in the next county, and there was Horton High School. Most of those kids at Horton came to Chapel Hill and worked during the summer. And the kids of Chapel Hill worked, so a lot of them knew each other.

So one year, the coach at Horton and I—we'd been friends and we were supposed to go over to Horton and play—and there was going to be one of those games we played at twelve o'clock, one o'clock in the daytime. School would get out and () going down to Monroe Avenue. And we talked it up to the point, said, "Ok, I'll tell you what. Let's play Horton and Lincoln on a Saturday night in Carrboro Park. And let's publicize. And what we'll do is split the money between the two schools. There won't be nothing else. We won't feed you and those things, not this time. We'll just split the money." And he made enough money that particular year to last him the whole football season. He wasn't making that much off the kids

at school because people from Pittsboro, all down into Bynum and everywhere else, Chapel Hill, Orange County, and everyplace else that they came that night. People were standing almost on the sidelines, out in the stands and everywhere else because of the (). You had to learn to promote things and do things at that particular time to get the most out of them.

BG: How many people would come out to see you play?

BB: It depended on who you were playing and you could always look for more. Say, the night we played Horton I imagine it was a thousand, two thousand people. I guess the night we played Hillside it was about the same. Homecoming was maybe a little larger. It all depended on who you were playing. They had a bunch of older fellows around town who used to follow us everywhere we go. You played the daytime, you looked up and you'd see someone. They would follow you. Anywhere you went, they would go.

BG: I understand some of the white people came out to these games also.

BB: Right. They did.

BG: Are there any other things that you recall from teaching that you want to share?

BB: Here in Chapel Hill? I think that I made a difference in some of the kids' lives. (). Most of those I touched, some of them went to college. Some of them didn't go. Some of the became productive citizens, some of them didn't. And oftentimes () we would sit and talk about some of the good times we had, some of the bad times we had. Most of them were good times because we were ()

[NOISE HERE—SEVERAL SENTENCES INAUDIBLE]

There was one thing that I did find out, though, and I think it bothered me a little bit when I first stated looking at it. The university kind of engulfed all of the blacks that were in town. And when I say that it looks like the only thing that they could do here was work for the university. And some of them never got out of that mode. A lot of the parents would be at the university. But some of the parents started to see that some of their kids needed to not do the same things that they were doing. So the ones who could provide for their kids to go to college sent them to college. And some of these kids who played athletics were fortunate to get athletic scholarships, so they were able to break away and go. So some of those persons were able to go to college and they came back and sent *their* kids to college. So we find that it's a little different now in Chapel Hill than it used to be. Used to be one of those things where you were kind of locked in when you were black. Now you can get out.

BG: And the kind of jobs that they had at the university?

BB: A lot of those, working in the hospitals, working in the fraternities, could get in cafes, cleaning. Nothing wrong with this, now, because they had to provide for their families. But you get locked in certain things and sometimes you never get out of it.

BG: Those are low-paying jobs, also. It's hard to support a family with that.

BB: Yes. See, I just was talking to my mother-in-law yesterday and talking about my father-in-law. Sometimes he worked two or three jobs. But he gave his kids, his grandchild an opportunity to go (). She worked hard. And some other families did the same things. You used to get locked in to the point where it was just a dead end.

BG: I wanted to ask you what you did to get your athletes to go on to college. Did you act as a counselor? Did you take them places? Did you do anything to--?

BB: We were fortunate enough to be exposed—having a good football teams, people would come to see us play. Especially black schools, black colleges, they would come and they would hear about your kids and they wanted to know about them. That's the point I would come in and try to counsel them. Had many of them go to A & T. Had a few go to North Carolina Central. Some went to Maryland Eastern Shores. Some were good enough to go; they just wouldn't go. So what can you say?

Various stories are told about certain things. You talk to them and you tell them that people come to see them. They come and ask you, what should I do? You try and counsel them to the point where they make their own decisions. They can't come back and say, "You counseled me wrong." You make your own decisions about where you want to go.

BG: Are you saying that the team was so good that scouts from universities--?

BB: Black universities.

BG: --black universities came down here and tried to recruit?

BB: Yes.

BG: While you were coaching, any white university scouts come down?

BB: Not at that particular time. When I went to work at Hillside, which was later on, after working at Dudley, then we had them come. But during that particular time, Bob, believe it or not—and I'll just give you an essence of what happened at Hillside. When a white coach would come in to a black school at that

particular time, they were looking for a kid with a certain profile. When I say profile, they were looking for Hollywood built. In other words, small waist, big calves, big thighs. He couldn't be pigeon-toed and he couldn't be slow-footed. They wanted him to walk a certain way and they wanted him to be a certain size. We use to say, "How in the hell can you come looking for a black kid from a profile that you have from a white kid when you know damn well that he's not going to fit in to that mold? He's not going to fit that mold. And I think that they finally began to realize that we better take kids on the basis of their ability more so than on the profile that we're going to get. And I won't forget that Carolina, State, Michigan State, a couple of others came in to recruit a kid. () profile and they go away shaking their head. "We can't do this, that, and the other." But now it's a different ballgame altogether.

BG: How so?

BB: Well it's to the point you take a kid on the basis of his ability. () for Ronald Preston. () was pigeon-toed. And he could run!

BG: He sure could!

BB: So, you know, what are you going to say? "We better start back up and take another look at him."

BG: I understand that you married one of the drum majorettes.

BB: I did. I did.

BG: Can you share some of that story with me?

BB: It's a long story [laughs]. It really is. I married a majorette, married a Chapel Hill girl. () [laughs].

BG: Did you leave school and go coach somewhere else at that point?

BB: I did. Before we married, I left Lincoln to go to Dudley. Dudley was the larger school. It was probably one of the worst moves I ever made in my life. It was a larger school. Lincoln and Chapel Hill had been good to me. Michael Johnson had been real good to me. But I got talked into going to another school. It became bad because I did not have the type of athlete when I first got there that I thought I would have. So the first year was kind of a struggle. And the next year, the athletic director and I had a big controversy. He came and got me and hired me to come to Dudley and then he wanted to tell me how to coach. And I

wasn't going to be for that. "You hired me to do this, and I'm going to do it my way." So I stayed there a few years then I was fortunate to go to Hillside to work.

BG: Did you become head coach at Hillside?

BB: Yes. After being there about seven, eight years.

BG: So you were an assistant at Hillside and then you became head coach?

BB: I went in to do what I really wanted to do when I first finished college. When I first finished college, I wanted to go work under someone, then be an assistant coach, and learn the ropes about things. But the first job I had, I was a head coach. I had to go back and take my notebooks that I had put together in class, things that we had done as a football player, and make these things work for me. And these are the things that I did all the way through. Until, you know, you get a little smarter every year until you know the game really well.

But we had been prepared real well to do certain things before we left the physical education department at North Carolina Central University. Leroy was an excellent teacher, and so was McLennon. And Leroy not only was a good track man, he was one hell of a football coach. And this is what people don't know. So we had coaching and fishing and football under Leroy. And we had basketball under McLennon. So you had to keep your notebooks and those things. So the first year I coached I used my notebooks. Then you pick this up, pick that up, and you add a little bit to it.

BG: So you were at Hillside when it was integrated?

BB: I was at Hillside when it first integrated.

BG: Now, that's not the usual scenario that you have a black school that is integrated and becomes black and white.

BB: Right. See, within the city of Durham we only had two high schools. And then the county, at that particular time, they had three high schools. You got Durham High School, and you had Hillside High School. Durham High was a predominantly white school, and Hillside was predominantly a black school. So when it came time to integrate, the city system, they drew the line down: "You live here, you go to Hillside; you live here, you go to Durham." That lasted one day. That lasted one day. Then another provision was put in: if you're at Durham High School and you're going to Hillside, if they don't have a

course at Hillside that you were taking at Durham High School, you can go back to Durham High School, and vice versa.

So one day we come on the field, Coach () and I, () head coach of the new system. And we have salt and we have pepper. We have blacks and we have whites. And we looked and said, "Boy, what is this going to be like?" You have some kids who had been starters at Durham High. Some kids who had been second team () starters here, and what have you. The next day, there was one white boy. The rest of them (), went back to Durham High School.

Still now, the student body was integrated as was athletics. And we had good teachers. There were no such things as race riots. The teachers took care of that. I can remember having a homeroom when it was first integrated. I had twenty girls in my homeroom, about equal numbers. And it was the first time that I had a homeroom for one whole year that every girl stayed in school. Nobody dropped out. Nobody got pregnant. None of those things. All of the girls stayed in school. They had some boys who were a different story, but all of the girls stayed in school. And I think out of the twenty, about thirteen or more were honor roll students.

BG: I assume you know the story of what happened in Chapel Hill High School when it integrated, the new high school, the walls that grew up between the blacks and the whites? The fact that it was supposed to be integrated, but it was really simply merged. It was a white school that allowed blacks to come in and they kept the white traditions until some riots occurred?

BB: Right. We know they had those things happen, because when they came they accepted those things. But we got a lot of the particular white kids who were wealthy too. Kids with money. And kids' parents who could help Hillside do some things that they normally couldn't do otherwise. We had tennis matches on our courts. We had four courts, maybe two at that particular time. We could go some place else and play where they had four, five courts to play on. Because of the kids, their parents got involved. But we never had any of those things. () excellent character at Hillside, black and white. And we stayed on top of things to make sure that those things didn't happen.

BG: Could you give me a breakdown of the percentage of teachers who were black and white and the percentage of students who were black and white?

BB: I can't, Bob. Not at this particular time. I really have forgotten the sense of what it really was.

BG: If you can't give me a percentage, can you remember whether there was a significant black presence in the faculty? Did you have a few black teachers, or did you have a goodly number?

BB: A goodly number because none of us at Hillside lost our jobs. They didn't move too many of us. When they needed to replace someone, if someone left, then they brought in some whites. But all of us got along well. (). It looked like eventually they'd need a few more blacks than there was whites, but all () still there, so we supported each other.

BG: You kept the same traditions that you had?

BB: Same traditions: same colors, same mascot, same coaches. We had some white coaches that came in, and they went along with the program. Their high school did the same thing, until later one then the white flight came in, and then all the Durham school system became predominantly black because the whites moved out of the city. That happened too.

BG: But you didn't have the riots there? No fights, no name calling?

BB: No. None of that. Had a good faculty, one that wouldn't put up with no stuff like that.

BG: One of the things that is mentioned repeatedly in the interviews about Orange County Training School, Northside, Lincoln, is that the teachers lived in the community, the teachers knew the families, they knew the students. I wonder if you can address that at Hillside. Was it similar there?

BB: It was similar. Most of the teachers there () within the school district. When I worked at Lincoln, I was probably one of the few that didn't live in the community. But I was here enough by being the coach of the place. It was important. I was just down the road from Durham. Then they told me I had to move over here, so I just stayed in Durham. So that was it. In the other places I worked, I had to live in the community. But in Durham, there were one, maybe two, three, that didn't live in Durham.

BG: When integration occurred at Hillside, did you have any preparation for it? Did you have any seminars, or lectures? Anyone come in and talk about what things would be like?

BB: If they did, I can't remember. Because () in the afternoon took up a lot of your time. During the school day, you were teaching classes. If so, I don't remember much about it.

In a whole lot of places, though, they had a lot of bad things happen. Sometimes we'd shake our heads and say, "It isn't going to happen here."

BG: And you think the reason that it didn't happen there was the faculty?

BB: The faculty. Yes. [SEVERAL SENTENCES INAUDIBLE]

BG: How so?

BB: Well it had been hard. There were very few of us who graduated from Hillside who came back to work. Most of them were outsiders. ().

BG: Was that a policy that they had to hire outside?

BB: I don't know whether it was a policy or not but it was followed. In the year before I got the job there were enough people, somebody who remembered my being at Lincoln and my going to Dudley. They realized that I was dissatisfied. They knew that a vacancy was coming up at Hillside so (). There haven't been too many of us. I think that I'm the second graduate of Hillside to become a coach at Hillside.

BG: Just the second?

BB: () after that. Since then there have been some of us. So it's been good for me and I have to think of Lincoln as having been a personal launching pad () a lot of the success that I've had.

BG: How long did you stay at Hillside as head coach?

BB: I worked at Hillside fifteen years. I was an assistant coach () seven or eight years in football. And I was an assistant for basketball for six or seven years and then I became the head basketball coach. Then I became the head football coach. () right now. And then I worked those particular jobs for about six years. I then I went up to the administration () at the first black city-wide, school district-wide () in the state of North Carolina.

BG: Is that where you are now?

BB: Now? I'm basically retired.

BG: But you're still very busy. Every time I call you you're out [laughs].

BB: They ran into some problems getting some P.E. teachers and I had been filling in (). And this particular year, they took me off local pay and put me on state pay and so () teaching physical education in elementary school.

BG: One of the things that you said earlier that I'd like to go back to is, the team went to church together. I'd like to visit two areas here: one is the church when you were growing up; the second is tie-in of church and school.

BB: Ok. The church played a very important part when I was growing up as a kid. There was home, and there was community, there was church, and there was school. And I basically was raised in the church. Now I find myself—I stayed away from the church at what time because when coming up as a child I was forced to go. I told my mom, "If I ever get to the point to where I don't have to go to church, I'm not going to go." I did. I reached up to the stage where Sunday morning I'd get my golf sticks and go to the golf clubs and do those things and just didn't go to church. Leave home early, what have you, and just wouldn't go. Then something kept gnawing at you, gnawing at you, until I went back.

When it came to those things, I always figured that the only way that you could feel good unity and good personal feelings about people, you had to do some things together. One thing about it, OK, we played together. We went to the same school. We showered together. We talked about certain things. We traveled together. Oftentimes we made them dress up to do wherever we were going. If you're going to be a champion you've got to look like one. You won't go off with overalls and those things on. You put on a necktie, a shirt, and look like somebody.

So therefore, we said, "OK, I believe in a higher power. Most of you believe in a higher power. So therefore let's put some God in this particular team, too." They said OK. One a year, just once a year, the fellows going to get together, we would go out to church together. We would always go to Reverend ()'s church. He would know we're coming. And this went over big. You got dudes who don't go to church. And here's somebody that can get them to go to church. And that makes a difference. I did that every place that I worked, going to church at least one time during the year. There was no principal that said, "What? You can't do that, you can't force them." It's not a matter of fact of forcing them. It's a matter of fact of saying, "Hey, we as a team need to do some things together. And I would like very much for us to go to church together." We had some white kids who'd tell me, "Coach, my religion won't let me go to () church." "Good. Now you told me. Now you go to your church and you pray just like we're going to pray in the church we're going to." And that's it. I'm not forcing anybody to do anything. I know that if I had () jumping down and saying this, that, and the other, they just tell the kids another thing. Especially at Dudley and at Hillside, when we had assistants.

Now the thing about it is this, if you're not going to church, don't tell the assistant coach and don't tell the ball players. You come and tell me and you and I will iron it out. You're responsible to me. And I

hear some coach saying, "Well he ain't going." "OK I know he ain't going. He told me why." So we never bumped heads about that, about church and school in those days. And then a lot of people (). And we'd do the same thing with basketball.

BG: So all your teams at some point would go to church?

BB: In fact in Durham, it got to the point where the white assistant said, "Coach, come on and go with me to my church." Fine. We were accepted there. The reverend said, "Today we have the Hillside High School football team. Please stand up." Nothing wrong with that. ().

BG: Are there any other memories that you have that you want to share that I haven't asked you about?

BB: A couple of things-- [tape ends]

END OF TAPE 1, SIDE B

START OF TAPE 2, SIDE A

BB: The first day I worked for them, then that summer I spent playing baseball and I bumped into one of the () training school. He saw me as we were warming up that day and we called me over to the place and he said (). "You got a good football team this year." I said, "Yes, we did real well. () Let me tell you this, if (), one thing that you had to do, () you're trying to get up people who have preceded you (). He might have left () but there's one damn thing that you have to do." And I said, "What was that?" He said, "You have to organize them and tell them what the hell to do." I said you're right [laughs].

And people never think about that simple part. Sometimes my wife tells me, "You're always giving other people credit for things that you've done. Why don't you () out? That's one of those things." So then I think the last year the coach at State played football, may not have been the last year, beat him worse than I did. Duke played him and he just didn't have a good football team, beat him something like 96 to 6. Somebody said, "I'm not going to ask you how you got 96 points on State. I want to ask you another question." I said, "OK, what is it?" He said, "How in the hell did they sneak in six?" [laughs].

So it's one of those things. I think, Bob, I enjoy it. When was in eleventh grade and we had a substitute teacher who later became a basketball coach at North Carolina Central after McLennon left, we talked about physical education one day. That's when I made up my mind that I wanted to coach. I think I was in eleventh grade. I wanted to be a coach. I realized that because I wanted to coach I would have to be a teacher. (). So I think by eleventh grade I made up my mind. Coaching has been good to me. Working in the school system has been good to me. I never made that much money. Then you have a feeling some times for some of the things that you've done and some of the lives that you've touched. I think that it's been real good to me. I've enjoyed it. I've been placed in three halls of fame. I have coached in the all-star game with the black schools. I coached in the all-star game with the white schools. I have been president of the North Carolina Coaches Association. That's a major group. I have been president of the North Carolina High School Athletic Directors' Association. That's a major group. I have been recognized by the National Federation, that's the National Scholastic Federation High Schools for the whole nation, and I've received a big citation for that. So coaching really has been good to me.

BG: I'll tell you what impresses me, if I may. You spent as much time talking about the success of your players in life—in fact, more time talking about that—than about your record. I think that speaks very highly of you as a human being.

BB: Well, it goes back, Bob, to the point is, that if it hadn't been for your influence on some kids, you never would have had the success that you had. So you had to play a part in their lives in some way. It's like when I had a really good coaching staff at Hillside, black and white. They used to want to argue about various things and I never would let them argue. You coach your position and you talk to your kids and you leave his alone. I am the only one who is going to be talking to everybody. You can't be that way, see, because I know what it'll lead to. It'll lead to friction among coaches, it'll lead to friction among kids, and I'm the one who's got to hold you together. They may say, "Well, he's looking for a job and he's looking for a job." My reply to that was, "Fine, I'm glad that all of you are looking for jobs. Because wherever you go, part of me is going with you. Because part of the thing that you learned from me, you're going to carry it with you." So I looked around one year, and basically it happened. All of the assistants that I had on my staff all coaching for teams of their own. Now that's a good feeling, when you can sit up and say, "Well I know what he's going to do this time." () It's a great feeling I have. ()

And another person that plays an important part in any coach's life is a good woman. A good woman, to be a coach's wife. A good woman. Because you're going to be gone a great deal. Sometimes she has to be the one who has to bear the burden. My wife had one daughter. I got an older brother who's got one daughter. My job, when she was coming up, was to take her to school in the morning, and to carry her to Sunday school in church on Sunday with me. My wife spent nights—Sunday nights, Monday nights, Tuesday nights, Wednesday nights, Thursday nights—with her. So it was my job to do those things so we could built a relationship. Daddy was just as important to the family as Momma was. We ate breakfast sometimes together, and we did some other things together, (). So it takes a good woman () coach.

BG: I think that's a great place to end. Thank you so much for spending the time with me. I really appreciate it.

BB: You're quite welcome. And I hope that when you finish this, I can see it. And if there's anything else, Bob, that I can do in directing you to some people who are going to want to talk about this particular thing, I'll be glad to help you do it OK?

BG: Thank you so much. I appreciate it.

END OF TAPE 2, SIDE A

END OF INTERVIEW