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N.7 Undergraduate Internship Program: Fall 2015

Interview N-0035

Jimmy Barnes

8 November 2015

Abstract – p. 2

Field Notes – p. 3

Transcript – p. 5

ABSTRACT—JIMMY BARNES

Interviewee: Jimmy Barnes

Interviewer: Destinie Pittman

Interview Date: November 8, 2015

Location: Chapel Hill, NC

Length: 46:38

Barnes begins the interview by describing the political atmosphere of Greenville, NC in the '60s. He then goes on to share a part of his working class background by including his father's maintenance work for white-owned companies. He also includes his mother's occupation. She owned a beauty shop and had never worked for white people. How Barnes answers questions regarding pre-college education, he recalls having supportive experiences with educators during high school. Teachers, fellow church goers, and customers of his mother's hair salon were present to foster Barnes's academic development. Under integration, certain students selected for integrating schools based upon the likelihood of their academic success in a new educational environment. Barnes compares the resources of the black schools and white schools. The old school materials from white schools were given to black schools for testing and teaching before integration. Though Barnes did not have direct experiences with integration busing due to family transportation, cousins of Barnes had direct experiences busing during integration. Barnes shares the lack of social life for black students during the early years of integration and how black students remedied social exclusion. The group of black students that Barnes interacted had to be their own support system because of the lack of encouragement from faculty. Moreover, Barnes states that the grading system was also exclusionary. However, his 3rd year of pharmacy began to improve academically due to mentorship. Then, he explains his career path and various job positions in pharmacy. To conclude the interview, Barnes states that he valued the learned lesson of adaptation and courage from Carolina, for both undergraduate and School of Pharmacy. He also admires the increase of minority students at UNC and that minority students are a vital part of the university.

FIELD NOTES – JIMMY BARNES

(compiled November 11, 2015)

Interviewee: Jimmy Barnes

Interviewer: Destinie Pittman

Interview Date: November 8, 2015

Location: Sheraton Hotel, Chapel Hill, NC

THE INTERVIEWEE: Jimmy Barnes is a UNC alumni of the School of Pharmacy and a member of the Black Pioneers. The Black Pioneers is a group of the first black UNC graduates from classes 1952-1972. Barnes is a Greensboro native who attended UNC from 1964 to 1968. After obtaining his degree in Pharmacy, Barnes worked in various pharmacy positions including what is now CVS.

THE INTERVIEWER. Destinie Pittman is an undergraduate SOHP communications intern. She is a sophomore UNC student from Rose Hill, North Carolina and is majoring in Public Policy, minoring in African American studies, and enrolled as a premed student.

DESCRIPTION OF THE INTERVIEW. The recorded interview provides Jimmy Barnes's personal background and experience at UNC as a black student. Barnes's is a Greenville native from a working class background. His father worked in maintenance for white companies, while his mother owned a beauty salon and never worked for white companies. His father obtained a GED, and is described as being very intellectually sharp without formal education. Throughout Barnes's life, he has noted having strong support systems from faculty, community members, and family. Before integration, Barnes was aware of the difference in resources between black and white schools. Black students were given the old textbooks of white schools to learn, and prepare for standardized testing. Later in the interview, Barnes states that most of his racist incidents occurred within the academic rigor and grading system of Carolina. For instance, fraternities had legacies of older tests and quizzes; whereas, black students had no access to such resources which made testing more difficult. However, confederate flags and singing Dixie at football games turned him off from games. Barnes sums up the social atmosphere of UNC by saying that it was nonexistent for them. He and his 12 other black friends went off campus to surrounding HBCUs to have a social life with people who looked like them. The interview concluded with Barnes stating how he valued the perseverance and adaptability he was taught at

Carolina. His last statements included being proud of the increase of minority students at Carolina and how minority students are a vital part of the university.

NOTE ON RECORDING.

This interview was scheduled directly following the Black Pioneers Panel for 2015. Throughout the recording, his family sat in the area, including two young grandchildren. The interview took place in the first floor lobby of the Chapel Hill Sheraton in what seemed like a quiet area to record. However, the children playing and dining staff moving silverware and plates created more background noise than expected.

TRANSCRIPT—JIMMY BARNES

Interviewee: JIMMY BARNES
Interviewer: Destinie Pittman
Interview Date: November 8, 2015
Location: Sheraton, Chapel Hill, NC
Length: One file, 46 minutes, 38 seconds

START OF RECORDING

DESTINIE PITMAN: Let's start with your childhood. You said you were from Greenville, North Carolina. How would you describe the area you are from?

JIMMY BARNES: At the time I grew up it was a tobacco producing town. Very conservative. Eastern North Carolina. Politics [were] very conservative and strongly, of course, Republican and extremely segregated. I grew up in segregated North Carolina high school and I graduated from C.M. Eppes High in 1964. I was class president of a class of a hundred twenty people. It was highly segregated at the time. We were not able to go to white institutions or restaurants and everything. If we went to the same restaurant it was always at the back door, something like that. Different places so it was a highly segregated environment. My dad did a lot of maintenance work for white establishments and worked for the mayor of the town actually also on a maintenance and janitorial basis. My dad also worked at Sears, a place called Sears Roebuck. Actually, they moved him to a sales type position to attract other black customers and all, but mostly he did a lot of--. His second job which was a lot of maintenance work, you know, janitor, which I helped during my time off school, part-time work.

DP: Did you work with him during your school years?

JB: Yes, in the mornings before I went to school and then the afternoons after I got out of school. During a couple years I played football, so but after football practice I could help my dad. He worked about three jobs. He would wait parties, he would clean offices in the morning before he went to his regular job at Sears, and wait tables at parties after five o'clock. I would help him and sometimes also as he cleaned houses and stuff.

DP: Was this during high school?

JB: Yes.

DP: What high school did you go to?

JB: C.M. Eppes High School.

DP: C.M. Eppes High School. Okay, what were your experiences like at that high school?

JB: Very good. I had teachers that were very much interested in me and my development and a counselor that was very proactive as far as helping me to read certain things and important materials to keep up with the ways of the world and the things that happened there. And teachers that were very interested in [student] development. We had civics, those type of things. Very informed teachers that had gone to places, graduated from places like NC Central, A&T, and Bennett and those schools, but they were educators that were very responsible for their students and their development, but wanted them to take it a step farther because integration was just taking place. Those laws had just been passed. They were very new laws and they were trying to move students out of the segregated environment to an integrated environment. They were picking select students that they thought could succeed. I was not the top student in my class. I was in the top ten, but I was one of the more versatile, according to

their understanding. So () where I could probably handle some of the things and barriers that we would face in a place like this, a place like UNC.

DP: So your school was all black.

JB: All black, segregated, yes.

DP: Did you all have any run-ins with white students from other schools?

JB: We used to have to use their hand-me-downs, like equipment. Some of the times when we took tests for standardized tests and had to go to certain places where you would meet some of them, those type of encounters, but they were not negative. Not negative. We would swap stories about our different places and all. They would find out what our place was like and we would find out what their place was like. We discussed some of the resources that were available at our various institutions and we would come to discover, of course, that the resources at their institutions were a lot different from, and of course more, than what we had available to us at our institutions.

DP: What examples would you have of the difference of resources?

JB: Books, equipment--sports equipment--and exposure to traveling places, seeing things. On a cultural basis, as an exposure to what we would be able to do or see [Laughter. Interacts briefly with grandson]. Exposure to various elements, culture, trips and all. We were never able to take some of the trips that were made available to them. We did hear stories about that and certainly the books we would have at our school were basically books that they had read before, years before, and they were given to us then, only after them. We were behind. Secondary stuff. That's what we learned.

DP: During the integration there was use of bussing?

JB: Yes.

DP: How were your experiences with that?

JB: On the bussing part, my father pretty much drove us to school. Back and forth. I had cousins that had to ride the busses that was not so pleasant. Because they would get bussed to a different part of town. But with me, it was quite different because my father and one of my uncles used to take turns driving us back and forth because we lived far across from the school they wanted us to go to. I never went to an integrated school in high school.

DP: Okay.

JB: I never did but I had cousins that did.

DP: During your high school years did you have a particular staff person that was most influential for you?

JB: Yes. My History teacher, Mrs. Mildred Thompson; my English teacher, Mrs. Edna Graves; my school counselor who went to A&T, Dr. Barnhill. All these three and Mrs. Clara Meyers--Olga Meyers, I'm sorry--were very interested in having us to be informed and aware of real life experiences that we would face coming out of the segregated environment and wanted us to get this kind of exposure. So they would take us through real life scenarios and we would actually play out those. What would you do if such and such happened? How would you react? What you should do and what you should not do. Very hands-on, in other words. Very matter of fact. They would play things out with us as a point where they would actually make sure we would come across with the right reaction and to be successful. It took a strong interest in us being successful and it was very good for me, because I was really the first one in my family to go to college. It was very helpful for me because I would not have known what to do otherwise.

DP: You mentioned your father's work. What about your mother?

JB: My mother was an entrepreneur beautician. She owned her own beauty parlor and was instrumental in showing me the business side of things. She never worked for a white person in her life. My father built a beauty parlor on to the house called Friendly Beauty Shop and she did most of the hair for the teachers that taught me in school. Community events and everything was discussed in my mother's beauty shop. We got to know each other--all the teachers and everything--and my total family, they took a vested interest in the Barnes kids and everything and to make sure they would do things to be successful. My mom was very instrumental into strong business practices and management style.

DP: What were your parent's education levels? Did your mom go to-- ?

JB: My mom graduated from DeShazor's Beauty College here in Durham. [She] had gone there, but my dad had a GED and that was it, pretty much. But he was very sharp, wise, he was very sharp, and he just had strong common sense that just made him very skilled in analyzing situations and common sense education. He just knew. And he learned a lot from the people he worked for. He worked for the mayor of the town on a janitorial basis. His house, his lawyer's office and everything, and he taught him a lot of stuff. So my dad would teach me some of those same things, those skills.

DP: Do you remember your elementary school?

JB: Yes, I do, called Fleming Street School. We actually lived across the street from Fleming Street and one of the teachers, Mrs. Jackson, another Mrs. Norris and Mrs. Terry, they were all customers of my mom. So they took a vested interest and they followed me pretty much all of my life. Virginia Jones wanted to see my grades, wanted to know if I was making good grades, how I was going about doing my homework all throughout my life. So it worked out pretty good.

DP: And that helped you be successful later on?

JB: Yes ma'am. Yes it did.

DP: Having that support system.

JB: Yes, that support system was tremendously valuable to me and made me--as far as someone who wanted to know how I made it and how-- that cared about me. I always thought about that as I moved along, and it was very important and made me feel very good.

DP: For your elementary school, do you think that your experience was true of others, or was it like you had people there who knew you?

JB: I don't think the extension of that support was available to everybody. It was to a lot of people, but I think that the beauty parlor that my mom owned and the relationships that were there and then throughout the church--we all went to the same church--and there was the beauty parlor there. So there was sort of an overall family relationship that I was involved with that caused a total feeling of a village raising a child. As being in that village [they] would be aware of what was going on with Jimmy, what was going on with Jimmy's brother and my sisters, and all. So it was very important in my overall development.

DP: Your church--. What church did you go to? You're Christian?

JB: Yes, I'm a Baptist. In Greenville growing up there was Saint Mary's Baptist Church and Sycamore Hill, and all of my instructors in the school went to those same churches and everything. So it was never a case of school or work or play, for lack of a better word, being out of the presence or escaping the presence of those instructors and all. We were always part of the same circle. There was nowhere I could pretty much hide my inactivity or lack of performance from those in that family. So it was refreshing, in retrospect, that they were always

there for me in that way. It was never a case where I would not have had a support system available to me. Never a case.

DP: Going into college education, what made you decide to go to college in the first place?

JB: Well I wanted to not have to work three jobs, and the high school instructors that I had and everyone were encouraging their students to go to college. They saw education as a way to move up in life and not have to be sort of dependent, say, like a minimum wage person. Be able to help myself and my race and to come back and to give back to communities, to just better yourself. I wanted to be a little better and not have to--, to have more stimulation. Just to make me feel a little bit better.

DP: How did you get to UNC?

JB: There was a guy that lived in our neighborhood by the name of Connie B. Lovette, and he had come here a year. He was two years before me and he was a Naval ROTC student. Very smart guy that had come here and then they were in the midst of integration at that point in time. The high school, the various high schools, the segregated high schools were trying to get students from their school to help integrate some of these universities. They would single out four or five students that they felt could be successful in those environments. So, they pretty much helped influence me. And then my dad too, his boss had gone to UNC and he really wanted his son to sit where--. "I'd like for you to be, if you have a chance and if you can--." It just felt like if I had gone to some of the other schools I would not have been as serious. Most of my friends went to A&T and North Carolina Central and were doing well, but we were so wild in high school that my dad was afraid you were going to do the same thing in college and flunk out, which I probably would have done because some of my buddies did flunk out. We went on

to UNC and Connie had persuaded me, too, and said, "Man, this is a good place for you to come get your education, and it's not as bad here as it is as some of the other universities where they're pretty much dangerous for a black student." It felt like UNC was, at that time, a little bit more liberal, even though they were playing the racist stuff back then. I never attended the football games back then. Sitting in there listening to those things and sitting there--I went to one, and that was the rest of the years. I never went to another one because I was in the midst of a whole bunch of white people that were getting up singing "Dixie" and all. It was all these orange colored people when the sun came up, and it just wasn't any fun for me, singing "Dixie" and all that. It wasn't any fun for me. So I never went to another one. I prefer to go on the Saturdays at A&T or Central and go to those football games, which I had a good time when I always went there. I never did after that. That was where that was. Every weekend I could, I would go to one of the historically black universities back then, but that was my focus. As far as during the week, the time to come study, I had to be here, and that's where I was.

DP: So you preferred UNC for educational purposes and HBCUs for social--.

JB: For social, for fun, yes, much so.

DP: In your journey of getting to UNC did you get any opposition from teachers or staff members?

JB: You mean--.

DP: From high school?

JB: From high school--.

DP: To apply?

JB: No. They were encouraging. They wanted some of their students to go to these schools because that's when it was just starting. They were really encouraging. They helped fill

out the applications so there was none that were in opposition to it. They wanted to go and to represent the school well: "This kid came from Eppes High and could do well and to be successful." They wanted other students to see that. I never got any opposition from my local high school.

DP: How was your social life here at UNC when you weren't out on the weekends?

JB: Terrible. [laughs] It was terrible. It was awful. There was no social life at UNC. They had a thing here called Jubilee, and if you stayed here to do it you were by yourself, as Walter said. It was no fun at all for black students at that time. Well, for me anyways. Unless I went over to Central or A&T up in Greensboro, it would have been no fun at all. The events were not for me at that time, between [19]64 and [19]68 there was no such thing for me.

DP: How many other black students were with you that year?

JB: The first year? [19]64, 19[65]? About twelve that I interacted with. About twelve. And we would always go somewhere else. Like I said, we would catch the bus or little car over to North Carolina Central, on the weekends up to A&T in Greensboro or Bennett. Unless we did that, we had no social life at all. None whatsoever.

DP: Did that group decrease as the years went on? Did anyone transfer because of the social atmosphere?

JB: There was a few that did. They left because it was unacceptable. It was hard to--. There was no let up, no release. And then the academic pressure was very strong.

DP: How so?

JB: When you--. Whereas you could be successful at a certain level in your high school, in a segregated high school, coming here--. I would say I was number ten, the top ten of

class of a hundred twenty, but coming here there were over two thousand freshman students. I just think of the difference--.

DP: The confrontation?

JB: Yes, it was much different and was an atmosphere anyway. The law says we have to accept you, but it does not say we have to like you, and it was that atmosphere. It was a lot, lot of pressure with that, especially for a kid who had never been out and had that much exposure outside of North Carolina or outside of Greenville for that matter, outside of eastern North Carolina. Not a lot of exposure so it was very difficult. Without tutorship, our support here as there was in Greenville, it made it very difficult. It was the same way for a lot the same black kids that were with me. We had to tighten up as a little group and the support of each other. That's about the only way we made it at that time.

DP: What were some of the other ways that you all were excluded from the dominant culture at school?

JB: The grading system was so much like if you--. There was a culture where a lot of these courses, especially the pharmacy school's, you could not pass a lot of the tests unless you had access to the old text. And they had culture within the frat system here and all where they had old quizzes and tests going twenty years back. They weren't accessible to me. [Laughs] I got one Jewish friend, a guy named Irwin Plisco that would slip me from time to time some of the old quizzes. Without those quizzes, I would not have had access to which way the professors were actually coming so I would know how to answer some of the questions. No matter how smart you were and what you knew, if you did not know how he was coming, you couldn't pass some of those tests. So, thank God, enough that sometimes Irwin would share some of those quizzes with me that they had available in the frats and all that. Phi Delta Sigma and the

pharmacy fraternities that I got access, and it was the same way all throughout the academic arena here in Chapel Hill at that time. Old quizzes would help you pass certain tests and there was no other way you could do it, no matter how deeply you studied, how you would go. Then we would rely on sometimes, when we came here some of the grad students that had access that had come before we did would do some things. You met, the guy, Mel Phifer, and all that. We had gone through some of the old tests and certain ways and certain professors and what they would do and what they would not do, some of their habits and we would know how to study for them. It sort of worked to our advantage.

DP: Do you think coming from a working class background affected your ability as a student at UNC?

JB: Yes.

DP: In what ways?

JB: Exposure, cultural exposure to certain things because you know even the tests themselves, some of the standardized tests, sometimes your success on those tests would depend on cultural experiences. If you had not had exposure to certain things, certain terminologies, certain ways, certain processes, [then] you would not understand. So it affected those. It didn't affect the will to go on and do certain things but it affected the understanding of what was being presented to you.

DP: Could you go more into depth of some of the experiences you had as a black student socially? Do you have any more instances of racism?

JB: Unless you found a way to--the social life for a black student--you had to go down into Chapel Hill or Carrboro. Most of the black people lived in Carrboro. You had to build relationships with those people to have a social life. There was no such thing as a social life

during that time for black students on campus because all the social stuff was by the fraternity system, and you were not going to be able to be successful in that system. You couldn't pledge in that system and be a part of it. If you went to a rush or something like that, fine, but you weren't going to be involved in that, beyond that. There was no such thing as a social life. You had to be--. Like going down, getting your haircut and all, you had to go down to Carrboro to get your hair cut. You had to, unless you belong to one, say one of the black churches or something like that that involved the black community down that way, [then] you weren't going to have a social life. And that's just the way it was. There was no such thing as a social life. There were about four or five female students, I think. And I think they mentioned you saw Karen Parker up there. There was a lady named Joanne Peebles. She was a physician that was on the faculty now at Duke, Duke Medical School, and Mary Emma Graham. There were less than a handful of black females that were here at the time that we were here, [19]64 through--, in the early 60s in other words. It just was not available here on campus. You had to connect with someone that was off in the city. Carrboro or Chapel Hill. Most of them were the workers that work here at the university or the hospital.

DP: Your BA, your undergraduate degree is in what?

JB: Pharmacy, BS in pharmacy.

DP: How were your experiences in the school of pharmacy here?

JB: In the first two years, very racist. They would sit me down in the front row in the middle of a class of five hundred and would not share anything. But then the third year, faculty and council, Fred Eckel and Steve Caiola, made me projects of theirs. They were from the north themselves. They had come from Ohio. One of them came from Chicago and were used to black students at that time and sort of took me under their wings. As a matter of fact, Fred Eckel and

Steve Caiola, during the time my wife and I were at a conference in San Francisco, would credit me back to Carolina to work. They made it a part of theirs to make sure I was successful, almost the same way my high school teachers had. So during the third year I began to get into a situation with two instructors, two professors, that took a vested interest in me to be successful and to make sure I got the proper tutorship and exposure to things that would make me successful in those courses and the Pharmacy School.

DP: You said you were sent down to the front room and they wouldn't share their information or their--.

JB: They would have study sessions. I was never invited to participate in their private study sessions. The quizzes--never able to have access to the old quizzes, that sort of thing, until I got to know the guy Irwin Plisco. We got to know each other after that. I think Fred introduced me to him actually. It was about two years past where I didn't--. By my second year, I was telling you, I had gotten discouraged and I was going to quit, but my dad talked me out of it and I stuck it out. Then things began to get a lot better during the third year as they took the opportunity to introduce me to other students--a Jewish person, Plisco--had a vested interest in saying, "Hey, this is what you need to do." The same counselship and the same support that I received in high school, and it worked out great for me. Worked out great. I began to feel like I belonged then, but it's only after the third year going on. It was a five year program at that time. So it worked out pretty good. But those first two years were very tough. As a matter of fact, I was really--. I had my bags packed ready to go.

DP: As a child did you envision yourself as a pharmacist? What did you want to be?

JB: I really wanted to be a school teacher, because that's all I knew. In my community growing up, the successful people are school teachers, morticians. There was one black lawyer

and one black dentist and the rest of them were school teachers. [It] was all I knew. When I was getting ready to quit, my dad said, "You don't get your college education and you are going to be a janitor or someone working the barber shop." The successful people, the ones that everybody looked up to, the preacher, the minister, the guy at the barber shop--a barber shop owner--or the school teachers or that one black lawyer and one black dentist, and that's all that we had. So that's all I knew. The white people that we worked for, they were everything. Judges, lawyers, doctors, dentists. They seemed to have money. They had nice houses. I wanted one of them too.

DP: What was your first job after graduating from UNC?

JB: Before you could take the board and get your license, you had to get a year's experience as an intern. Not a single white drugstore would hire me as an intern. Not even for free. They wouldn't even let me work for free, and you couldn't take the board if you didn't have twelve months of experience as an intern. Not one would hire me. I had to go Greensboro and Winston-Salem to work for Sampson's Pharmacy, and also once the Winston-Salem Model Pharmacy to work as interns before I could take my license. I worked in Greensboro under Robert Sampson and then Winston-Salem under Rufus Hairston at the Hairston's Pharmacy. I had to do that for twelve months before I could take the board of pharmacy. I took it and passed it the first time. I felt well prepared because I had gone to school here and I did very well. Then I worked--. Sampson offered me a full-time job with him and then when I began to get a family, more responsibility, I moved on and worked for Revco drugs. It's called CVS now. I worked for them and then moved on and worked for myself, but then I ran into a lot of competition as far as big chains were coming in, like Rite Aid and Eckard's and all that, so I moved to hospital pharmacy. I worked at Baptist Hospital for a long time, Baptist Hospital and came back down here to go to graduate school-- sorry [grandson crying in background]-- to work at the Piedmont

Health Services for a while as pharmacy director. Then I came back here to the School of Public Health. My second degree here at UNC is a master's in public health [Health Policy and Admin]. Then I got recruited from Fred Eckel and Steve Caiola to come back to hospital pharmacy at UNC Hospitals health care system. That's where I worked the rest of the time and retired from there. No regrets. I enjoy everything that I have been able to experience because it's quite a variety of pharmacy. I worked at all faces of pharmacy except industrial pharmacy in the industry, so I had a very good experience.

DP: What do you value most from your experience being in the School of Pharmacy?

JB: The ability to adjust and adapt to whatever was facing me and to find out what it would take to be successful and move on. Adapt to adversity and be able to handle it.

DP: Do you think that holds true for your undergrad experience at UNC?

JB: Yeah. I think tenacity and perseverance helped me stick it out, see it through and adapt and adjust. I wouldn't trade it much for anything because I was able to meet different types of personalities and be able to move and work on it, work through it.

DP: Is there anything else you want to share that you want people to know?

JB: I'm just happy to see the growth of minority students here from what the experience that I would have had because I know the exposure and resources and the weight they would have behind--, what they would gain here, what it means to them and their career searches. I do not discount the education from a historically black institution. As a matter of fact, I encourage it, but I would still like to see them experience both sides because I know the difference that it makes. It used to make, anyway. In the job search and who is sitting on the other side of the desk doing the hiring, and what a difference it makes. Find out what a difference it makes now. It just makes a difference.

DP: You said earlier about UNC being so-called liberal but actually not being liberal in some aspects. Could you--. Are there any more instances besides the football games and the confederate flags?

JB: I was saying liberal relative. Relative, because see, back then, during that time, you had this guy--I don't know if you remember the name Jesse Helms?--in Raleigh, the editor of the paper there and all. Places like North Carolina State and all they were extremely conservative, extremely conservative back at that time and the most liberal place was UNC, was Chapel Hill. Matter of fact, that they labeled it as a bunch of liberals over here. In other words, and I use that to say that people here would have been more tolerant of people my color. Because I would have never gone to N.C. State. I would have never tried to go. Places like Clemson and all that. I mean really, very difficult places for a person of color to me, from what I perceived, very dangerous. Even though calling this place is liberal in comparison to other places, it was still by other standards a place like NYU. This was not liberal, but for North Carolina it was.

DP: Did you ever live outside of North Carolina?

JB: Never lived--.

DP: Or visited?

JB: Yeah, I lived with my uncle for a while in Washington DC.

DP: Okay.

JB: Yeah, for a while. As a matter of fact, when I was ready to quit here I was wanting to really go back there and try to get in to Howard University. See, my first choice of college was Howard University. I wanted to go to Howard but we couldn't afford for me to go there. We had to go to a state supported institution. I wanted to go to Howard, Hampton, or

Morehouse. I stayed with my uncle for a while up there. Coming back here, I've been in North Carolina most of my life.

DP: When you were at UNC did you wish you were at one of those other schools?

JB: Yeah. During first three years, most of the time. I wished real bad, but I knew as the four guys that I was the tightest with in high school, all four of them flunked out. They were smarter than I was. All of them were in the top ten of my high school, but not one of them graduated. I would not have graduated. The good times we were having on the weekends when I went up there, they were having that good time all during the week and I would have been in the same group. All of them were smarter than I was in math, smarter than I was in all the things. All of them had to do other things.

DP: I've gone through all the questions I had so if you have any stories you want to say you can do that.

JB: As I said, I just think--. I'm glad to see the growth as far as the number of students and the resources that they have available to them. As I look at the football team, the basketball teams, which represents us so much now, and women, we are a big part of this university. And when they come to cheer and everything, we make this university. I'm just glad to see that. I'm proud of it. I'm real glad. They came--. Carolina, you cannot win without the presence of African American students. They're participants. It just ain't happening. I'm just so glad to see that. I'm very happy to see that. You're here interviewing me and this would have never happened before. I'm grateful and thankful to have seen this growth.

DP: I have one question. You have your Master's in public health. What department were you--.

JB: Health policy administration. Health policy administration.

DP: All set.

JB: Destinie, Thank you. I'm sorry it took so long for us to get around to each other.

DP: It's fine. It's really fine.

JB: I wish you much success here. I hope you are always happy that you came here and I'm sure you will be, and I wish you success in your career. I think you made a good choice and I think you will never regret it. In the end, in the big picture of things, I think you'll be glad you came to UNC.

DP: Thank you.

JB: If I can ever do anything to help you, you let me know. All right. Thank you.

END OF INTERVIEW

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