

START OF TAPE 2, SIDE A
CALDWELL, HILLIARD

OCTOBER 24, 2000

This is October 24th in the year 2000, and this is Bob Gilgor interviewing Hilliard Caldwell at his home at 1235 Hillsborough Road in Carrboro, [NC].

BOB GILGOR: Good morning, Hilliard.

HILLIARD CALDWELL: Hey, how's it going today?

BG: I'm doing great and yourself?

HC: Fine, thank you.

BG: I would like to go back over the events surrounding the integration of Chapel Hill High School, and I'll start with this question. What actions were there in the black community to have the schools integrated and specifically the high school if you can just focus on that and not just generally the school system?

HC: I think the black community at that time most certainly felt that the all black schools were both certainly inadequate from a standpoint of buildings, equipment, books, supplies, and it was always the thinking of our community that all of the new and good stuff went to the white schools and secondhand equipment and books came to the black schools and that was the norm. I think as we got into the early 60s as we finished out the 50s, the thinking in our community began to focus on why can't we just have one school in the community. We know we can't have one elementary school because the town is

too large for that and there needs to be two or three. In the elementary schools, you could somehow devise an attendance plan to give racial balance in the schools. As we approached the 60s, there were some individuals who as a result of the Freedom of Choice Plan that the school board instituted in the early 60s who chose to go on an apply to go to the white high school down on Franklin Street. There were some brave souls who did that and it was no more than five or ten as I can recall. It might not have even been five who decided we want to go to this school down on Franklin Street. They applied under the Freedom of Choice Plan to go there and were accepted. I know some did graduate with the all white senior class there during the early days, and as I said previously it was the Board's foresight not have to go through federal mandated school integration, and somewhere between the early 60s--'65 or '66--decided it was feasible to build one big high school out where you had enough land to expand. That was the creation of the present Chapel Hill High School out on Homestead Road today.

BG: Was there a Board of Education that was for the white schools and a Board for the black schools?

HC: No, it was one Board of Education and one superintendent. Back in those days it was a predominately white School Board.

BG: Was it all white?

HC: All white up until Reverend Manley became the first African American to be elected to the Chapel Hill/Carrboro School Board, and I might say was a fine member of that Board representing his community very well during those thirty years. I can't remember the exact year that he became a member of the Board. He would be another good choice for an interview as the first African American on the Chapel Hill/Carrboro School Board.

BG: Reverend Manley.

HC: Yes

.

BG: How many were on the School Board?

HC: The Boards had to be an odd number to break a tie if there was one so I think there were seven members as I can recall.

BG: I take it from what you said that there was good support in the African American community for the integration.

HC: With some apprehension I failed to mention. With some apprehension because any time you decide to bring two unknowns together you're going to have some apprehension on both sides. Of course, we were concerned with getting a good education, a decent education, and I'm sure that the white community had some misgivings about it also.

Then there were those who felt that the best thing in the world to do was to integrate the school system so that we all could be educated at the same time under the same system for a better description is what I'm trying to say. I still believe that our educational process from a segregated standpoint was the best that it could be at that particular time. We have many, many outstanding citizens today who are the products of that including myself who went on to become doctors, lawyers, politicians (myself), and as I look back over these sitting in an all black classroom, I felt there was a sense of really, really wanting me to learn from that teacher that was standing in front of the classroom. Her heart was in preparing me and the others for life and to meet society, and at that particular time it was rough and hard being in a segregated society.

BG: Was your teacher your role model?

HC: Guys like RD Smith, who you will be talking to later, was a role model. My late principal, Mr. C.A. McDougle was a role model. They always instilled in us, you know, we don't have the best over here, but make the best of what you've got. We know we don't have good furniture; we know we don't have the best of the chemistry lab; we know we get the used books from the white high school. Take advantage of that book and go on and make the best of it. I questioned that everyday I was in school during the segregated eras with the principal, with RD Smith, and they would always say, "Son it's not much we can do about the system today, but just take advantage of what we've got here."

BG: Was there an organization or political group that was pushing for integration in the African American community?

HC: To my knowledge, I don't think there was an organized effort until the early 60s when the groups you read about or learned about in the book, *The Free Men*, by John Ehle, when groups start forming because of not school segregation but segregation in businesses where we put a lot of economic power in yet we weren't getting anything out of it. For example, the drugstore was one of the main focuses of the early struggle in our community because it was the drugstore closest to the airport market community and therefore we went there for all our drug needs and all our needs from a store like a drugstore. There was a lunch counter and we could buy sandwiches and drinks but we had to buy them and leave. We couldn't buy them and sit down. The only organization that I can remember was the early 60s when the young felt that it was time to make a change in places like the eatery, the theaters, and restaurants.

BG: Was there a dialogue between the white and black community regarding integration of the high school?

HC: I can't recall any and I as I said previously that was one of the reasons we had the turmoil at the high school once they brought the kids together, there was no preplanning to integrate on either side. The next thing we knew we had a new building out there and it was announced that all the students from Lincoln High School on Merritt Mill Road,

and all the students from Chapel Hill High on Franklin Street from the ninth to twelfth grades would go out to a new Chapel Hill High School.

BG: All of this planning was done by the Board?

HC: If there was any planning at all. I don't think there was any planning from the standpoint of the faculty and students and parents. I think the only planning that the Board was involved in was from a building standpoint and getting the building ready. Nothing as I can recall to my knowledge and as I said, I joined the system in '69 two years after it integrated--after they built the high school. I can't recall any planning to do this. Some of our faculty members lost their jobs and I'm sure some of the white high school teachers lost their jobs. There is one or two Afro-American faculty members who have since retired that was part of that movement that went from our high school to the high school. Mrs. Battle is retired in the area now.

BG: Who chose the teachers?

HC: I think your superintendent at that time, and I think as I can recall the superintendent depended on the two principals to assist him in selecting people to go. As I said, everybody couldn't go to the new high school. You didn't need all those teachers. Some people went on to other--. The summer after school closed and then the next school year was going to be the new high school and I think a lot of those people just sought

employment elsewhere in other systems. But those who were asked to stay or asked to go, that was good for them to go on out to the new building.

BG: What percentage of the students in the new school were black and what percentage were white?

HC: I think that percentage reflected the community percentage; about seventy white and about thirty percent Afro-American.

BG: Was this representative of the teachers?

HC: No, no. I think I can tell you that. It was not representative of the faculty. It was not until many years later that the School Board and the superintendent at the time felt that the population of the faculty ought to also reflect the percentage of the students to give it a more balanced outlook. You know, black students going to a high school and there is only two or three Afro-Americans on the faculty and the other seventy are white, you would be uneasy too, and that was something you worried about that you didn't have enough of your faculty members to go to with a problem.

BG: It's interesting hearing you say that RD Smith, one of your teachers at Lincoln, took you under his wing and that you felt that many of your teachers were there to see that you succeeded in life. Do you think that the same kind of philosophy, the same kind of thinking, existed in the new high school for the Afro-Americans?

HC: Not being part of that plan having been an adult at the time that took place, I think I would be safe in saying that was not the case back during that time. I think back during my time teachers could spot leadership from the way they asked questions in their classes. They could spot a leader by how well he or she responded to questions and answers and how they participated in organizations, how they carried themselves. I think that's what RD saw in me. I was very poor. I was from a family of five brothers and a mom who was struggling to get us through high school. My mom said to carry yourself so that you make me look good as a parent, and as RD Smith will tell you I had a chip on my shoulder. I thought everybody was against me because I didn't have all the nice clothes; I didn't have the finer things of life as some of my classmates had. I don't know whether I was feeling guilty about it--I guess I was feeling guilty because I had a chip on my shoulder. RD saw that chip and he told me one day, "I'm going to knock that chip off" and he did. As a result, I ended up in 1955 being elected president of my student body at an all black high school. That was an honor. I ran against a popular guy in the high school who probably should have gotten elected but didn't because people saw new leadership in Hilliard Caldwell and what I stood for. Here I was, didn't have a lot of money in my pocket all the time like the guy I ran against, didn't have the nice clothes, but students saw that here was somebody who was going to represent us well. That was the beginning of my career to become a public figure in my community one day. In 1980 I started that career and ended up in 1999.

BG: Your mother must have been very proud.

HC: She had died before all of that, but I felt that she was looking down on me.

BG: Did you feel there was an attempt by the white community to keep the blacks from being bussed to the new integrated high school?

HC: No, no, I can't recall that there was any effort to keep that from happening. People know that Chapel Hill was a very liberal more or less community, and I think it got that name as a result of people coming into the University from up North who were very active in community also.

BG: I had heard that and I had also heard that Lincoln High School was closed because the students were going to boycott the school and just end up at the new Chapel Hill High School. Is that just a rumor?

HC: I think that was a rumor. It was the Board's plan to eliminate the Lincoln High School as a high school and make one big high school in a community this size. I was really shocked when the Board announced a couple of years ago they were going to build a new high school here. I didn't think I would ever see two high schools in Chapel Hill/Carrboro community. A beautiful facility is out there. Got a good leader. He chose a great faculty when they first opened and still has it out there now.

BG: Can you go back and review for me the problems that existed at the high school the first two years, and who handled these problems before you got there and how they were handled?

HC: Well, I think, there was always some uneasiness out there, you know, black kids, white kids. They had never been brought together before and those whites who had the thinking that all blacks were mean. There were those whites who took some of the black kids and became friends, very dear friends and then there were those whites who felt that integration was okay but the socialization was going to be the thing that bothered them with the black boys and the white girls and the white boys and the black girls. I think that was one of the main stumbling blocks for integration throughout these United States was the socialization that was going to take place once you brought the young people together. I'm convinced that had parents stayed out of that, that that issue of other than from an advisory standpoint to the children, not taking on the role--Johnny, you are not going to be associated with him or her. As a result, back in those days a lot of private schools popped up all over the country, Christian academies here and there. I know one that opened up and there was Carrboro Christian Academy here. I remember very well after two or three years and these academies started instituting some very stringent rules on the length of dresses and hair and all that kind of stuff. I remember I had a neighbor down the street here who came back to our system about two or three months after the school had opened and said--I'll never forget they came up here and said--"Can my daughter come back to the public schools?" I said, "Yes, there's no reason why she can't come." They said, "We just can't put up with the rules and regulations of Carrboro

Christian Academy." And they were teaching racial hatred as part of their routine. She said, "We want our child to grow up to respect human beings for who they are and not for the color of their skin." If you look back over the history of academies throughout the South, that was one of the reason a lot of them got set up because these parents didn't want the socialization to take place of black and white.

BG: I think their ultimate thing was the fear of intermarriage.

HC: I think that was in the back of lots of people's minds and particularly whites.

BG: Again, I would like to go back to that issue of the other problems. One you mentioned was socialization. Were there fights?

HC: There were always fights. Nothing that caused fifteen or twenty people to go at each other, but there were some isolated fights during the two or three years at the beginning of it over petty stuff.

BG: What other sorts of problems?

HC: I think black kids--. I remember complaints that the white teachers were not giving them due credit for the work they were doing in the classroom, that the teachers were harder on them than the white students, more blacks got sent out of the room than whites for petty issues. Black kids were told to hang in there and that all this was going to come

to an end one day. You'll be a senior, you'll graduate and you'll go on out and do whatever you want to do. Then there were those kids who couldn't take that kind of pressure of white/black together on both sides. Remember that I told you we integrated the high school and just threw everybody together, and there should have been seminars with faculty members, there should have been groups of students leaders from the black high school involved with the leaders of the white high school that sat down and worked out a peaceful existence as it would be at the new high school, you know, coming to some compromise as to what the mascot was going to be, display our trophies like you're going to display yours in the display cases in the hallways, agree upon a color that was mutual to both sides instead of just accepting everything from the white high school. Remember we also had trophies, school colors, and school songs, school mascot.

BG: Did they eventually get together?

HC: Eventually they did. All of this came about three or four years down the road later and it was agreed that the wildcat of Lincoln High was a tiger and I think they accepted one's mascot and the other one's color. I can't remember which one they did do. Once all of that got taken care of, things seemed to go on a smooth course. I know from '69 to -. I did about three or four years out there half a day as a regular forty hour a week and gradually I was used as they needed me on problems when they needed somebody from the black community as it related to some of the issues that was going on out there.

The two principals, as I look back over it now, I thought they did an admirable job being thrown together working as cohesively as they did because they wanted it to work

just like a lot of other people wanted it to work; Mr. McDougle, Mrs. Marshbanks who were both from the old school from the standpoint of discipline running their ship in the old-fashioned way you respected the faculty, they didn't care for foolishness, and if you did something that you needed to go home for you were sent home and that's the way it should have been. Mr. McDougle, the black principal, was stern. You dare not be caught in the hall between classes because he knew you should have been in that room sitting down learning something. For God sakes, in my days, don't be in the hall without a book or a notebook or a pencil in your hand or one that he could see anyway. I remember the both of them and they became, I think, very good friends with each other.

BG: You mentioned the relationship between the white teachers and the black students, what about the relationship between the black teachers and the white students? Were there any problems there?

HC: One of the Afro-American teachers who was a part of that can best answer that. She was right there on the scene. I don't think I want to attempt to answer that specific question. I always assume that it was a good relationship because that black teacher had to be good to have been chosen to go there anyway. See, Chapel Hill High School pride itself on Morehead Scholars, National Honor Society, and great numbers among the high schools. From my perspective, I always felt the white students highly respected the black teachers. RD Smith--I hope you will get a chance to interview--taught auto mechanics and white kids just swarmed to take his course because he was the best and some of his products today are right here in Chapel Hill with the Scroggs boy that runs the Mercedes

place out on Airport Road that used to be in Carrboro. Mr. Smith was his instructor for four years in auto mechanics. Mr. Smith used to have to turn down kids who wanted to take his class for they knew he was a damn good instructor when they came to auto mechanics.

BG: How about the relationship of the teachers, the black and white teachers? Would I be better asking Mrs. Bower about this or were you privy to that?

HC: I think them being there seven to eight hours a day, again, from the outside world, I always thought there was good rapport from what I could see. I was never in any of the faculty meetings because I would leave at twelve noon. Again, from what I could see, I thought they got along very well. We are all part of the same family whether we different backgrounds, but when it came to teaching I always felt that they were there to do what they were trained to do and that was to teach.

BG: I had heard some comments about the educational background and preparation of the vice-principal versus the principal; Mr. McDougle versus Mrs. Marshbanks. I wonder if you comment on that? The comment I heard was that Mr. McDougle was better prepared educationally to be principal.

HC: I can't recall any of those issues coming to the forefront but I suspect Mr. McDougle was probably better to be an administrator. Nothing against Mrs. Marshbanks, she was a beautiful person with a beautiful personality. She always

respected me and my thinking on issues. I can't recall that ever being an issue that was outright publicly, but I think in a lot of peoples back of mind that Mr. McDougle--. Now remember, here's a black principal who operated under the most adverse conditions in educating Afro-American students in the community of, you know, and everybody else knows that Lincoln High School was more certainly inferior compared to Chapel Hill High School. That was a given. But again, Mr. McDougle relied on the community, the PTA, and parents for band uniforms. The School Board, I can't recall them buying uniforms for our band. We had band drives, we had uniform drives, and we had football drives to get our football equipment. As I remember, some of our football equipment came from Carolina. Our football coach back in those days was always a friend with the coach at Carolina, and those guys would donate stuff from their program. A lot of whites loved to come out to watch Lincoln High School football players play at the old Lion's Park out in Carrboro back in those days. A large crowd of whites would come out every Thursday night or Friday nights to see them play.

BG: I understand they won a number of states.

HC: I remember one year as an adult, I can't remember the team, but a guy named W.D. Peerman that the Chapel Hill High stadium was just named for the other night, a group of us Booster Club members got together and raised money to take the football team from Lincoln High to see a professional game in Washington, [DC], way back and I'll never forget the weekend we went up there it was the coldest I've ever been in DC. I mean that stadium was cold as hell, but we chartered a bus and paid for their fares. We went up and

watched the game and got back on the bus and came back home. We didn't even spend the night. It was sort of a gift to the football team to see a professional, the Washington Redskins and somebody else play in the stadium up there.

BG: What about the extracurricular activities; sports, band, clubs, in the new integrated high school, did the African American students join in?

HC: There were a few, and remember as I said earlier, Lincoln High had a top marching band because they always had a damn good music teacher who took pride in his work in creating a beautiful marching performing band. The football teams at Lincoln High and basketball teams were always state champions in the league. We were a AA school back in those days. A few kids played in the band and as the years went by more and more became band members. A lot of them gave up the idea of doing music in the band for whatever reason. We just didn't have a large number from that point on. I don't know what it is today out there.

BG: The enthusiasm for the members of the football team, for the basketball team does seem to drop.

HC: It dwindled. There would be one or two here and there. I think it got better as integration became a given. I know my son when he went through middle school and it was junior high in those days, there were always a good number of blacks that made the team. As I can remember now there were more blacks on the team than there were

whites that made it. And the black athlete were very athletically gifted and in fact, they just got better and better as the years went by. Even at the high school, the football team and the basketball team is where you will find the largest number of Afro-Americans on the football team and on the basketball team. Didn't find too many of us coming out for baseball or tennis. Tennis every now and then, one or two, I know we had Julian (

) who was on the tennis team. I can't remember any other guys. There was a little boy who came through the school system name J.J. Jackson.

BG: Oh, yes.

HC: I don't know where he is or what he's doing. I remember he was going out to a tennis school up in the mountains up in Hendersonville, [NC] for a while, and all of a sudden--I know his mom and dad were here for two or three years--and all of a sudden I just lost track of J.J. I've got to find what's happened to J.J.

BG: I always wondered about him. I saw him () tennis club. ()
). Was his father a baseball player also?

HC: I knew his father played ball. I know he worked at The Rathskeller or one of those () places during his time here.

BG: Another question for you and that is, how is that you got hired and who made the decision?

HC: That's an interesting story. A dear friend of mine, a guy name Ed Tenney who still lives here now on Tenney Circle off of Franklin Street was a member of the School Board and he was Republican by political affiliation. Ed called me one day and I was on the staff at the Department of Medicine with the School of Medicine and Ed called me one day during the budget session of the school system. He said, "Hilliard, we've just voted to create a new position in the school system called Home School Coordinator and what we're interested in is having somebody work out of Lincoln Center that the community and particularly the Afro-American community could call on for problems that they had at their particular school. We are going to make this position directly under the superintendent's control, and you would troubleshoot for him, carry out any assignments he needs you to do or wants you to do. There are three of us on the Board who feel that your community experience and involvement in community affairs as community activist would be ideal." I said, "Me?" He said, "Yes, and I represent two other School Board members. I need to report back that I called you and go in and apply for the position." I came home that evening and told my wife and I said that it would give me Monday thru Friday and I wouldn't have to do any Saturday and Sunday work and that would be a rest for me. I did, and the superintendent at that time was a guy name Bill Cody who just recently gave up the position of state superintendent of schools in the state of Kentucky. I know the Dean of the School of Education at Central applied for the position, but what they did in Kentucky the governor appointed the second in command under Cody, she was an insider, I think, who got the job as state superintendent of the state schools in Kentucky. Bill Cody was a fine man. I went and got an application. I had two interviews. The third interview--. They called me back for a third interview and

I said, "What's going on?" They said, "You've got some qualities that we like and we want to explore them." I had the third interview and the next thing I got in the mail was a letter offering me the position. I accepted and started working August of '69. I finished up in July of '91. It was a very great career for me. I worked under five or six superintendents. My position had to be voted on each year. I never worried about getting my contract renewed. I carried myself so that there would be no questions about whether I should be rehired or not from anyone. I had a good community record; community people were very impressed with how I handled things in the community as it related to the school and the community. Let's say a teacher was having trouble getting a parent in for a conference, they would refer that to me and my job would be to go and convince that parent or parents to come in for the conference. I never failed. I always got that person in for a conference.

PTA involvement in '69 was very low from the Afro-American community. I worked very hard to increase that number from three or four percent attendance at PTA meetings up to seventy and eighty percent. I concentrated on that and made transportations available to the parents. Convinced the PTAs of all six schools at that time to give me a little bit of their PTA monies so that I could have a fund to contract transportation, to buy clothing, to handle and solve social ills as they came to our attention. If a kid needed shoes and he was out because he didn't have any shoes and I solved that problem by creating an account at Belks at that particular time. If Johnny needed shoes, I'd take him to Belks and gave him the satisfaction of selecting his own shoes within a reasonable price. Belks worked very closely with me on shoes and clothing.

Kids that were having trouble seeing the school nurse felt that they needed an eye exam, worked out a plan with the Hale brothers who had been at the hospital and then went out in private practice. They did my exams for me free of charge as a service to the community. Eyeglasses, worked with Eckerd's Optical at that time and for many years at a discount. Physicals, if a kid needed a physical and we wanted to know what was going on and why he as sleeping so much in class. That's a good example. Bob Senior at that time was a pediatrician and he worked very closely with me. I created these programs or the contact and they were grateful in helping us. I will never forget and even today parents call me thinking I'm still working. I say, "I'm sorry. I'm no longer employed." I was just told that just recently by five or six parents. Also, rode shotgun over attendance. If a kid was out of school ten days and nobody knew why, no report from home as to why Johnny is not in school, then that would come up to me at Lincoln and I would get right on it with a home visit to find out what the problem. If it was a health problem document it, get documentation from the parent that he was under the care of a doctor or had surgery or was hurt and then report it back to the school. If it was pure negligence, then my job was to--. I made the decision to take it to court. I handled all those cases.

BG: It was a very clever and compassionate program.

HC: When I left in '91, they chose not to replace the position. I don't know what they did with the appropriations.

BG: What do you think were the major events or factors that led to a rapprochement between the Afro-American and the white student body? That's not phrased right. What was it that made the African American community feel at peace with what was going on in the high school and made them feel it was their high school?

HC: I think it took them a long time to realize it was their high school also. It didn't happen first, second, or third year of integration. I think later on down as more minority teachers were being brought onto the faculty and more involvement in the PTA. One of the things that I failed to mention from a PTA standpoint, a lot of times when blacks got involved in a PTA everything was already set by the white parents. And Afro-Americans were not () to that. They knew that was the exact case. I think later on PTAs and schools began to involve them from the ground level so that they would have a feeling that I was part of this related situation and had some ownership in the originality of it and not bringing me in when everything was already set. For example, officers in the PTA, by the time Afro-Americans got to a first PTA meeting, all this was done.

Let me give you an example of how we worked this thing in Carrboro. My son went to Carrboro Elementary. Carrboro was considered a racist school by a large number of people in the community because it was in Carrboro. When my son entered the fourth grade I was asked by the leadership of the PTA at that time to be a candidate for president of Carrboro PTA. I agreed, got elected by the PTA body, and served and was very active until my son finished. I served two terms as president. There was good cooperation from the parents of the Carrboro schools. The principal and I had an excellent relationship. I know when I came on board there was more money in the PTA treasury. We had two or

three fundraisers. The first year we did a barbecue sale with a company down in Smithfield, [NC] and we sold every bit of that barbecue we had ordered. People would come down there to eat. When I left the position as president, the PTA had twelve or thirteen hundred dollars in the treasury. Carrboro really worked hard to make their PTA program work from an all race standpoint.

BG: Was there resistance to your taking funds from the PTA to () the students and solve problems at the high school?

HC: The high school was part of my program, too, not just elementary grades, where we found a lot of the problems, the social problems. But I was surprised by--.

END OF TAPE 2, SIDE A

START OF TAPE 2, SIDE B
CALDWELL, HILLIARD

OCTOBER 26, 2000

HC: As I said, I was surprised at the reception I got when I first approached the PTAs about the situation of creating a fund to solve social problems. I think all the schools were aware that there were problems that existed that I wanted to address; kids staying out because of no shoes or no clothing or had a toothache and mom couldn't afford to take them to the dentist. When I went to the PTO Council and they still have that, all of the schools had a representative to the PTO Council, which was the Council for all of the PTAs in Chapel Hill/Carrboro. Each school has its own PTA organization. When I went to each school and asked for \$300-\$500 from each of the PTAs--. Now remember, you can't overlook the PTA Thrift Shop where a lot of their monies came from as a result of the sales at the PTA Thrift Shop. As you know, they re-allot the money back to the school based on the number of hours each, I think, that each PTA put into the PTA Thrift Shop and that has gotten almost pretty close to \$100,000 a year. Can you imagine? It's a thriving business with two PTA Thrift Shops. When I presented my program to them not a single PTA hesitated to allot \$300-\$500 to my program. I made it clear to each PTA that I would not accept your funds if you think that I'm going to just use your \$500 for your student. I'd like to put it all in one pot and use it system wide. I also was happy to convince the School Board to allot some money out of its allotment to match what each school--. Just say each of the schools \$500 and that was \$3000 from the six elementary schools and then \$300-\$500 from each of the two junior highs in those days and then the same from the high school plus what the School Board gave me so I had a nice little monies to do what I wanted to do. I got the job done. I got the job done buying shoes, clothes, using the PTA Thrift Shop as I see fit. There were times when I've even gone

out to merchants and begged for washing machines, refrigerators. The PTA was very receptive to what I was doing back in those days up until I left.

BG: Was this money spent predominately on the African-American community that was lower socioeconomic?

HC: I'm not going to lie, yes. And that's where most of our social ills were located. White families were benefactors of some of the monies also. I ran a program that the superintendent was not aware of who I was helping because I felt that was no concern of his or hers or the schools. If a kid needed some shoes, I would take the kid, go pick him up at home and take him to Belks, get his shoes and then bring him on to school. If somebody asked just say I stayed home to get these shoes, my momma carried me to the store to get these shoes. Never would I allow it to be advertised that we bought the shoes or the glasses.

BG: Hilliard, I know you have to leave. I want to ask you just one other question. Is there any other information that you want include regarding integration in the high school or anything in general that you feel is important that we have not discussed?

HC: I think we've probably covered most of the areas. This is our third session, second session?

BG: Feels like three. [Laughter] I've drained you.

HC: I would say that the integration of our school system went very smooth compared to other communities throughout the South. We didn't have the problems you had in Alabama, Mississippi, and Georgia. The former principal did his PhD on integration of the school system and in my packing I haven't gotten to that file yet, if I find of copy of that it would be good reading. A guy name Paul Pritchard and Paul started off in Lincoln Center as an administrator moving up. His last years with us was principal of Estes Hill School. I don't know whether copies of PhD papers are housed in the School of Education or not but I remember specifically he did his PhD on integration in the Chapel Hill/Carrboro schools. That might be interesting. I know I have a copy in my files somewhere. If I come across it between now and the time I leave, I will share it with you. I thought he did an excellent analysis of the situation. Do schools keep copies of those papers? Would there be somebody in the School of Education who could probably pull up a copy of his particular paper?

BG: I will inquire. That would be a very good resource.

Thank you and I know you are in a hurry to pick someone up at the airport.

HC: The only reason I'm going is because my wife will have to go into airport and if you sit in the vehicle they won't bother you. She won't have to park the car and walk in and go get the car and come back around to get the lady. We're hoping we go in time that she'll be sitting in the wheelchair waiting for us.

Feel free between now and the second week in November, I'll be gone that time, I'll be on my cruise and then when I come back from my cruise we'll be headed out of

here to New Zealand. Feel free to get back with me between now and that second week of November. I'll be here. My wife is leaving Thursday to fly down to Louisiana to check on the progress of our bedroom. We know the contractors are working very fiercely; in fact, the roofing might be put on the room today. We know they've got it framed in and everything. Our sister-in-law who lives next door is keeping us apprised of what's going on and she said it's going to be a beautiful big bedroom and that's what we want so that the living quarter will be about as big as this room and then over in this corner I'd like to have a little reading area where I can sit and read away from the bed and everything. We are going to try and take some of my flowers with me. I don't know how successful we're going to be in moving them from this climate to that climate.

BG: Thank you again. I appreciate you sharing so much with me.

HC: You're welcome. If I find that copy, I'll call you.

END OF SECOND INTERVIEW