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Tom Crosby Oral History Collection
John Haynesworth Oral History Interview

Interviewee
Haynesworth, John, 1951-

Interviewer
Crosby, Tom, 1940-

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Scope and Background Note
In this oral history interview, John Haynesworth discusses his educational experiences in Sumter County at Savage-Glover Elementary, Bates Junior High, and Lincoln High School, South Carolina State College (now South Carolina State University) and his subsequent coaching and administrative duties at Allen University, Spring Valley High School, Richland Northeast High School, Withers Elementary School (all located in Richland County) and Mount Pleasant High School (Charleston County). John Haynesworth was born in 1951 in Sumter County, South Carolina. Tom Crosby interviewed John Haynesworth at his office on the Allen University campus in Columbia, South Carolina, on February 11, 2007. Interview covers Haynesworth’s education at Savage Glover Elementary (of Sumter, S.C.) and Bates Junior High Schools (of Sumter, S.C.) from the late 1950s to the mid-1960s and at Lincoln High School (of Sumter, S.C.) from 1965 to 1969.
Tom Crosby: Today is November 2, 2007 and I’m in the office of Coach John Haynesworth at Allen University. So where were you born?

John Haynesworth: I was born in Sumter County in 1951. I was born and raised in Sumter except for going to college and coming back.

TC: And you were born in 1951, your date of birth, okay. What elementary school did you attend?

JH: During my tenure at Sumter I attended Savage-Glover, which is no longer there. It is torn down. I attended Savage-Glover and also I attended Liberty Street Elementary School, which is now St. Francis High School.

TC: Those two schools are located where?

JH: Different part of Sumter County. Savage-Glover was located on the south side of Sumter. Liberty Street, Liberty Street Elementary was located on the west side.

TC: Of Sumter?

JH: City of Sumter.

TC: Okay. And then after that you attended high school?

JH: Middle school

TC: Middle school.

JH: Well, we had junior high school. That’s what it was, junior high school. It was Bates Jr. High. Bates Jr. High School was located on the south side of Sumter.

TC: I see. After middle school you went to?

JH: After middle school I attended Lincoln High School, nine thru twelve.

TC: I see. How would you describe let’s see your teachers at Lincoln High School in general?

JH: I would describe the teachers as being caring and concerned and really putting forth an effort to make sure that when we graduate high school, that we could survive and live in the society and be an important, integral part of society. The teachers at Lincoln to me were special because they took a special interest in the students there, just to make sure that we (unintelligible).
TC: How would you describe let’s say their teaching strategies or some of the motivational things that they?

JH: They went a step further than actually teaching the basics, the basics math, reading, whatever. They taught (unintelligible) and morals, ethics, you know, how you should act, what you should do when you get out, how you should carry yourself, what’s the proper and right way to conduct yourself in different societies, different environments. So they did more than just teach us. They were more like second parents. They were more concerned so we really knew how to act and where to go, what to do, you know, this kind of thing.

TC: How about dress?

JH: Dress was included in there. We (unintelligible) dress. You come to school a certain way. We had a dress code we had to go by, nothing like today, of course.

TC: The students would actually have to leave campus?

JH: Well, they did. They had some people call their parents to come pick them up and they’d change clothes. There were a few students but very rare did that happen, very, very rare. You may have one or two, of course, you got some isolated cases. But the teacher would say you dress improperly. So you could get some more clothes or call somebody to come pick you up.

TC: So they were serious?

JH: They were serious, I mean we had teachers, physical education teachers would come, teachers wore ties.

TC: To school?

JH: To school and phys ed, you would change when you get there to your physical education attire. The other teachers wore ties.

TC: When you walked in the front door you had a tie on?

JH: You had a tie, right. You’d go to the gym and change clothes.

TC: I guess at the end of the day you weren’t required to put the tie back on, were you?

JH: No, sir. Once you come in that morning and sign in, and you know, whatever, we go (unintelligible), you change your clothes, of course. Most of our teachers coaches too so we’d go out on the field and coach so they didn’t have to put the tie back on unless they were going to another meeting or something like that.

TC: I asked you about the teaching strategies of the teachers that they used. One thing, not all students felt the same motivation or, you know, background and abilities. Do you recall how the teachers helped those students that needed extra help?

JH: During my time when I was in high school we didn’t have a lot of special education but in that class that teacher would work with you. You had more grouping within the classroom than anything. The teacher would work with you when you’d come up and get that particular subject, whatever we were talking about at the time. Now we
had some isolated cases of students that had to go to another class for help then they’d come back. Every now and then we’d have one or two students. I don’t lie. But during my time most, once the students were kind of with just lack of exposure. You know, once they got the idea what’s going on in the surroundings or environment they sort of caught on but we did have a few to pull out and, you know, put somewhere.

**TC:** Special attention?

**JH:** Special attention because they’re slow picking it up. Everybody learns differently so it took a little longer to grasp it than others.

**TC:** And I suspect the teachers would sometimes give them some additional work to do.

**JH:** They’d stay after school with them, call the parents and let them know what we’ve done and that kind of stuff.

**TC:** So some would actually stay after school?

**JH:** Oh, wouldn’t matter if it was after school, didn’t matter at all. They felt like it was on them that that child had to produce and during that time the principal sort of, this is your class, you know, this is your class you’ve got to produce. So they’d stay after school and get extra help.

**TC:** How about the expectations of your principal as well as your teachers?

**JH:** The expectations were also high. Certain teachers would expect you to do more than others, you know, depending on who you are and your background. It shouldn’t that way but, you know, back then, back in the day, you know, your mom and dad are professionals, they’d expect you to do a lot more than somebody else. **TC:** They did or did not?

**JH:** They did. I thought that was, that was wrong I thought in that way but my parents were uneducated but I wanted something myself. So, you know, I strived to do better myself. But if your parents were a teacher or something they’d expect you to do a whole lot better. That wasn’t true all of the time. That was one of the downfalls I see at that time.

**TC:** Not that they didn’t give attention to students that were not quite as good or some that came from higher socioeconomic backgrounds.

**JH:** Right.

**TC:** They still expected those that did not come from a higher socioeconomic background to do well. They had high expectations of all the students.

**JH:** All the students.

**TC:** All the students.

**JH:** I’m speaking of present experience. It you show some effort, regardless of your background, if you show that you’re really interested and you want to learn, you got
certain people that take you aside and they’ll work with you. That’s one good thing that I’ve learned.

**TC:** Now how about the principal? How many principals did you have?

**JH:** We had two, principal and assistant.

**TC:** Okay, during your entire four years?

**JH:** Right.

**TC:** Same principal and assistant principal?

**JH:** I changed principals once. My first year I had one principal retired and the assistant principal became the principal for a short period of time. Then we got a new principal and then there was a teacher and there wasn’t an assistant principal then. They moved him up as principal. I guess he went back to school and got his certification or whatnot. But he was assistant principal about a year then they moved him to principal. Then they hired two other assistant principals. We had two assistant principals and a principal.

**TC:** I see. But those principals had high expectations of the teachers?

**JH:** Exactly, yes sir, they sure did. They expect the teachers to take the time for students until they learn what they’re supposed to learn so they’d be ready when they go outside. They were more concerned about you, to teach you when you go out because back then you didn’t have a lot of assistance. People are getting assistance now for anything.

**TC:** Like food stamps?

**JH:** Food stamps, we didn’t have that kind of stuff back then. I didn’t even know I was poor till I got in high school. I was poor without knowing it but, you know, I didn’t consider myself poor. I didn’t know.

**TC:** So they expected the students to produce for themselves?

**JH:** Right.

**TC:** Not be dependent on social services.

**JH:** Right, we didn’t have that. We didn’t have social services then. Far as I can remember we didn’t have it.

**TC:** Now you played sports at Lincoln High School, your high school in Sumter.

**JH:** Right, that was the black high school.

**TC:** What sports did you play?

**JH:** I played mainly football and I ran track.

**TC:** I see, football and track. So how would you describe the football playing that you did in general, overall with reference to Lincoln High School, the football program?

**JH:** Well, at Lincoln High School at that time I considered myself one of the better players. I’ve still got school records. I’ve got school records that I set when I was there.
TC: Such as?

JH: Most yards in a game, most touchdowns in a game. That’s why I got accepted into the Sumter Sports Hall of Fame because of my high school record, you know, what I did when I was in high school and also in track also.

TC: Was that last night or some other night?

JH: Well, I was inducted in 1990 but we have a banquet every two years. Last night was a banquet for new inductees. I was inducted in 1990 so I’ve been in for a while.

TC: So you set some records?

JH: I did. I did, before I went to Sumter High from Lincoln those records are still there, Lincoln records. I still have those records. But since they combined the school with Sumter High instead of Lincoln, which the black school at (unintelligible) is the white school, so my records from the black school still stands.

TC: So you have the records in some written form somewhere you’re saying?

JH: Well, newspaper articles and stuff. Back then it wasn’t any, wasn’t any records kept back then except for a few things, a record book or whatever. Who knows where they are now?

TC: So what football league were you in, Lower State or?

JH: We were in the Lower State, Lower State, yeah. It was Lincoln, Burke.

TC: (unintelligible) Wilson?

JH: (unintelligible) Wilson, in Florence we had Wilson High School, Wilson is still there.

TC: Howard High?

JH: Howard, everything in the Lower State. We had the Lower State, everything in Charleston, Georgetown, Bertie.

TC: Beaufort?

JH: Robert Smalls.

TC: Beaufort?

JH: Beaufort, right.

TC: Some of the larger schools.

JH: Larger schools, Colleton High School in Colleton County. We were considered a 4A high school.

TC: You were?

JH: Yeah, big 4A high school.

TC: All those schools you just named were 4A?

JH: Yes. (unintelligible) High School and (unintelligible) Johnson.

TC: I see. So what about championships from Lincoln?
JH: For Lincoln, I can remember we were in the playoffs a couple of times during my time but never ever actually won the state championship. We did not but we were second. We were in the finals; you know what I’m saying. We’d lose in the finals. One year we lost in the finals.

TC: I see.

JH: Other years we were like the second round, got knocked off the second round.

TC: So second place?

JH: Second place one year and other years, we’d be in the playoffs every year but we would never get to, we were in second place one time. We got knocked off probably in the third round a couple of times.

TC: I see. Do you remember the name of a school you lost to when you came to the state championship? Did you get to the state championship?

JH: We got to the state championship one year. We won Lower State and we went to play. You know we got Lower State and Upper State. We met. I think Booker, Booker T. Washington was the one we met in the state, you know, state championship.

TC: So did you ever play Sims High?

JH: We never went that high.

TC: I think that was Upper State.

JH: Yeah, that was Upper State but we never played them. Now if they got to the playoffs and we got to the playoffs we would. And then we played in the Lower State. Booker is like, Booker T. Washington is on the line so they were Upper State. We played them one year for the playoffs.

TC: What kinds of clubs did you have do you recall at Lincoln High School?

JH: Oh, you had, of course you got student government and you had some mechanical like brick masonry, carpentry.

TC: Drama?

JH: Drama club.

TC: Choir?

JH: Choir. Monitors, monitors or just safety patrol, like monitors.

TC: I’m sure you probably had math.

JH: Oh, math club, yeah.

TC: Science club?

JH: I was in the science club.

TC: You were?

JH: Yes, sir, science club. We had math club. I got my yearbook. I should have
brought it. Everything is in there.

**TC:** I see. So with reference to science, the science club, science in general, what did you like best, biology?

**JH:** Biology, biology, I liked biology. I enjoyed lab and doing experiments.

**TC:** Now there was a person that graduated at Allen that taught at Lincoln High School in French. I don’t know whether remember.

**JH:** Adele Wilson, Hildebrand, Adele Hildebrand Wilson, you may remember.

**TC:** Oh, my God, I actually-

**JH:** She taught French?

**TC:** Yeah.

**JH:** We called her Madam Wilson, yeah, she was my French teacher.

**TC:** Oh, I see. Yeah, I’ve interviewed her.

**JH:** You have?

**TC:** Yes, I have.

**JH:** She was the first black teacher here at South Carolina.

**TC:** That’s right.

**JH:** 1969.

**TC:** First black teacher?

**JH:** First black teacher here.

**TC:** So I’m sure she was quite demanding.

**JH:** Oh, very demanding. I still remember her one day after football practice, I was walking home one day after football practice. She had a meeting at school or something and I was walking by myself, just tired, you know. And I was eating a (unintelligible) and drinking some kind of soda, an orange soda, one of those Nehi’s or something. Anyway, she stopped her car and said are you that hungry you can’t wait until you get home. I threw everything into the trash. I didn’t even think. I just threw it in the trash like that.

**TC:** She didn’t want you, you were walking?

**JH:** Walking down the street and she thought that was improper.

**TC:** Improper.

**JH:** Improper to walk down the street eating, and it was, but I was so tired and hungry I didn’t think about that. She said, “Are you that hungry?” She’s pulling up in that (unintelligible). I thought she was going to give me a ride.

**TC:** I remember when I was in elementary school a teacher used to tell us that eating ice cream uptown. They didn’t like that. So that’s somewhat similar.
JH: Very similar. She was very spiffy. She taught us you never forget those kinds of things. You know, it just didn’t look good. You don’t walk down the street just openly like that.

TC: You know she graduated from here?

JH: I didn’t know that.

TC: She did. She was Miss Allen University in 1935.

JH: Oh, I didn’t know that.

TC: Yeah, she was Miss Allen University in 1935. And she’s living in Sumter. She also told me about going to Nairobi and one session or something like that was in French. She was part of ‘teachers of the year’ from various states from Clemson, South Carolina and she said she was the interpreter for the U.S. delegation.

JH: She spoke French good.

TC: Oh, yeah, she did. After you finished Lincoln you then went to college?

JH: Yes, I attended South Carolina State University. Then it was South Carolina State College I think. I went on a football scholarship.

TC: Full or?

JH: Full for four years.

TC: Full for four years.

JH: Yes. That was great because my parents really couldn’t afford to send me unless they borrowed the money or something and I didn’t want to get in debt to attend college. I was going to go in the military and then go to college, but I was lucky. I had several offers as a matter of fact, from North Carolina Central, North Carolina A&T, South Carolina State. I got letters from Michigan State, from Duke during that time but, of course, (unintelligible) I guess. Being a little country boy I wanted to stay near home anyway so I chose South Carolina State.

TC: I see. Now you finished high school in ’69, was Coach Jeffries coach. No, he was at South Carolina State?

JH: No, he was at A&T.

TC: He was at A&T.

JH: Matter of fact, I’ve got a picture of he and I in my yearbook with him shaking my hand recruiting me to go to A&T.

TC: I see.

JH: He was shaking my hand and then the next day Coach Dawson from South Carolina State came down and he recruited me too and made the decision I wanted to stay near home so I went to State.

TC: I see. What was your major at State?

JH: Health and fitness with a minor in biology.
TC: I see.

JH: I wanted to be a coach. I wanted to be a coach and that’s all I ever wanted to do.

TC: Beginning about when?

JH: About ninth, eighth or ninth grade. I started getting into sports playing and some of my coaches still, you know, they impact on you. They made an impact on your life, on my life and I always wanted to be like them, coaching. I just enjoyed sports.

TC: Right. While you were at State do you remember or recall any major, important things that happened to you or that you participated in other than football or even football?

JH: When I got there all I had time for was football. I did run track. I ran track at State also. And I can remember one specific thing.

TC: When you ran a hundred meters?

JH: A hundred yards back then, I came in last. I ran a nine five hundred yards. Matter of fact, a Caucasian fellah beat me. He turned around and he said you’ve never seen a white boy run like that. I said you’re right. So we laughed about it. I said, you’re right, you were (unintelligible).

TC: Oh, I see. And then when you were playing football at State.

JH: Yeah, I set the record there for most yards in a game against Howard University. Matter of fact, (unintelligible).

TC: Congratulations.

JH: That was a long time ago.

TC: So about how some major achievement at State in football during the time that you were there?

JH: Well, all conference, I made all conference. My sophomore year I made second team. Junior year I made all conference. I had several scouts came in to look at me. You know, when you’re doing well in college they come in and look at you. We had a lot of pro football players that went to State. Because of my size, they looked at me because of my speed instead my size, as small as I was at the time. I might have weighed one ninety, somewhere around that.

TC: What credit would you say you owed the coaches back in high school for your success at State?

JH: Like I said, I felt the impact early about not giving up. You set your goals and go for it, never to give up, keep trying.

TC: I see. And then eventually they were highly (unintelligible) I’m sure.

JH: Very much so.

TC: In high school as well as in college.

JH: And also (unintelligible) man.
TC: Yeah, till manhood, always there?
JH: Always there, always there, even with my father, that’s where it started.
TC: And scholarships that you pursued in high school as well as South Carolina State?
JH: Yes, sir.
TC: And after you left State how did you utilize all this after you reached (unintelligible), after graduating from State?
JH: Well, I went on to, well, actually I tried out for Green Bay Packers football team.
TC: Was this a free agent?
JH: A free agent, yeah. You had combines and I went to Delaware. They had a combine in Delaware so I went there. They invited me up because of my speed. I had a four three, four four, forty, exceptional back during that time, I think I had the fastest time probably in the camp but I ran track in college and I pulled a hamstring and it never really got well. But they still invited me up because I was small too, I was so small. So I tried and I pulled it again so I couldn’t continue. I couldn’t run anymore. So they said you have to come and try again next year at one of the other combines once I get my leg up. But unfortunately I was in a car accident that fall, that winter, I think it was that winter, so that kind of ended my football career. (unintelligible) so I just stopped and I started coaching. When I coached I remembered some of the same things my coaches taught me I was trying to instill in the guys that I was coaching.
TC: And what high school was this?
JH: I coached at Walterboro High School in Colleton County and I went to Spring Valley High School in Columbia, Spring Valley High School in ’78. I graduated in ’73. After I got out of my cast I went to Walterboro High School like the next year. I was lucky enough to get a job because without a contract because I was going to try to make the pros. You know what I’m saying? But when I got hurt I couldn’t so I was fortunate enough to get a job in Walterboro as coach and teacher and I stayed there for one year. I started graduate school at South Carolina State and I met one of the coaches from Spring Valley High School. He graduated at the same time. He said they were looking for a back and receiver coach, preferably black, African American as coach. But, of course, they didn’t have no African Americans (unintelligible), you know, very, very few. They had like six African Americans at this level out of a hundred and three teachers.
TC: Students.
JH: Faculty, students were like I think it was like eighty-five fifty, eighty-five percent white and fifteen percent black. So I went from there to Spring Valley and I was there ’74 to ’78.
TC: How would you describe the experience during that really early integration?
JH: You’re right, that’s what it was, early integration. It was quite an experience. I think some of the white teachers and some of the white students, Caucasians, were
amazed that I could do just what they could do. You know what I’ve saying? TC:
Some of the white teachers?

JH: The students, I think most of them hadn’t been around a lot of black people. When I did things the other teachers did it was just amazing. They got attracted towards me. They just liked what I did (unintelligible).

TC: Oh, they doubted your ability then?

JH: Right, sure, I mean it wasn’t blatant but I knew.

TC: You could see it?

JH: I could see it. In some cases I could see it and I remember my professor at State told me about being an African American you got to be twice as good. I always kept that in my mind and it’s still in my mind.

TC: To do the same thing?

JH: Right, you got to be twice as good to be accepted. I wasn’t trying to be accepted; I wanted to do a good job at my job and I didn’t want any room for error.

TC: So basically they perceived you as just another person with outstanding skills?

JH: Outstanding skills.

TC: And they were surprised?

JH: They were surprised and I could see them at lectures, you know, when I’d speak or I spoke at banquets and stuff like that, because each coach had to talk about their group of students that they coached. I would get up and I’d talk about that and they were just amazed that I could articulate just as well as they could, better than some. So it was quite an experience. I mean, I learned a lot, I really did.

TC: So there was adjustment for faculty as well as students.

JH: Exactly, it was an adjustment. Once they see what I could do they just accepted me.

TC: So now you also became a principal?

JH: I become a principal. I left Spring Valley and went to Richland Northeast High School. I designed their program and I was the first year track coach there. So I designed the track at Richland High, the first track program at Northeast and then I stayed there for a few years. When I was there I went to grad school and got my credentials to be a principal and, of course, during that time, it was in the late ’70s, and I applied for assistant principal. An assistant principal position became open at the middle schools. I applied for it.

TC: In what county, Richland?

JH: In Richland. This was at (unintelligible) school it was an assistant principal position that came open so I applied for it. I got a letter from the principal saying they’d offered the position to somebody else that didn’t have the certification that I had (unintelligible). But anyway, I think they was a representative for Palmetto Teachers
Association or something and (unintelligible) administrative assistant. She was in graduate school but I’d completed mine. They offered the position to her. So (unintelligible) he head coach at Northeast, track coach, and that’s how it started. Then I applied again for another position and I didn’t get that either so I just resigned and went to Lee County, no, Sumter County first as a teacher. I knew the principal there and he said when you come back the best thing you can get is administration. That was (unintelligible) we won three state championships in football and track.

TC: At Lincoln?

JH: No, this is Spring Valley High School in my coaching career. And I left there and went on to (unintelligible) Sumter and then the next year I went to Lee County as assistant principal after I got in administration.

TC: What school was that?

JH: Mount Pleasant High School.

TC: Black high school?

JH: All black high school. Jeffries was principal and I was the assistant principal.

TC: Oh, you were?

JH: Right, yes, sir. That’s who got me started.

TC: And then after that you went to?

JH: I went to, I became principal of one of the elementary schools here in the county and I stayed there for like fifteen years then I went back to the high school as a principal because the principal did something wrong and they moved him down to the middle school and moved me to the high school.

TC: Now what’s the name of the school, Mount Pleasant?

JH: Mount Pleasant, Mount Pleasant High School. I was at Loriee Elementary School and then during the holidays something happened after Christmas I went back.

TC: You were telling me about Mount Pleasant I think. After Mount Pleasant you went to?

JH: I went to Withers Elementary School. I was assistant principal at Mount Pleasant for a couple of years and I went to Withers Elementary School as principal. After about nine years at the elementary school, I loved it there, I thought as principal I was going to retire there.

TC: Same school?

JH: Right, same school but then the principal at the high school, Jeffries became superintendent then so the principal at the high school, something happened, anyway Jeffries had to move him because of a lawsuit. Something happened, I’m not sure I want to get into that, but something happened he shouldn’t have done so I went home for Christmas holidays and I got a call that I had to be a high school principal when I come back after Christmas. So when I came back in January I was high school principal.
TC: At?
JH: At Mount Pleasant
TC: At Mount Pleasant.
JH: Right, where I was assistant principal and football coach when I was there.
TC: I see. Boy, that was a lot of work.
JH: It was but I was assistant principal, athletic director, head football coach and baseball coach.
TC: That was a lot of work.
JH: And I did (unintelligible) also.
TC: How many assistant coaches did you have?
JH: About three, we didn’t have a whole lot. They weren’t used to structured practice schedules and stuff. I came from Spring Valley, seven days a week, you know, practice schedule. I met with them and I told them what time practice was going to be and I’d go out there sometimes and I’d be out there by myself. I’d look at the schedule, look down and nobody would be there but me. The coaches aren’t there or they’d come in late and I can’t really start, can’t follow the schedule.
TC: Couldn’t handle that?
JH: Well, what I did I’d (unintelligible) scrimmage.
TC: The assistant coaches had to come up to par?
JH: Yeah, they had to come up to par. They had to come up to par. My goal at that time was to be principal. I was assistant principal. When I was coaching the years at Spring Valley we won state, won everything, state championship and everything. I was used to it.
TC: When you were coach at Spring Valley?
JH: No, I was assistant coach, head track coach at Northeast High School. But then the school just split so I went with Richland Northeast School. Richmond Northeast was the same school as Spring Valley. Spring Valley hired some more coaches so when the coach left everybody followed the head coach.
TC: How did you end up at (unintelligible)?
JH: After I left, I was in Lee County for a long time. I was principal of Mount Pleasant and I became the adult ed director at career center. This was a change of new organization in the district. A new superintendent came in and moved everybody around and I became the adult ed director and the assistant director (unintelligible). So I had two positions there, which probably (unintelligible). I was director of adult ed in Lee County (unintelligible) and I loved it. But what happened, after a year or so I felt like I was out of the loop. I was missing something. I was still young and still wanted to be involved.
TC: You were interested in teaching?
JH: Yeah.

TC: Students and school environment?

JH: Right, school environment, that’s it, school environment but with adult ed you’re kind of another entity altogether. I felt like I was out of the loop and I wasn’t ready to get out of the loop yet. So a position open in Clarendon (unintelligible) at Scott’s Branch Middle School and so I applied for it. They looked up my credentials and they called me for an interview and I got the position at Scott’s Middle School.

TC: Middle school?

JH: Middle school.

TC: Eventually you-

JH: I was at the middle school the whole time.

TC: You were not at the high school?

JH: Not at the high school but the middle school principal at the old high school when all that stuff started. It was remodeled and everything. It originally was Scott’s Branch High School. The middle school was the old high school, old black Colleton High School.

TC: So can you make some comments about the difference in Scott’s Branch High School?

JH: Well, let me speak about the middle school where I was, which was the old high school. They just split the high schools. Now when I got there-

TC: If I may, that old high school was that they one where (unintelligible)?

JH: That’s where it started, right there, at the old high school. That’s where everything started. Of course, they remodeled it because it was old and dilapidated. They remodeled it. But, yeah, it all started there. I think the superintendent was, what’s that man’s name? DeLaine, Pearson. Anyway it was-

TC: Could you mention those names again?

JH: Reverend DeLaine. I think Reverend DeLaine and some other person.

TC: Pearson?

JH: Pearson, Mr. Pearson, Reverend Delaine (unintelligible) that’s history now (unintelligible) because he was threatened so much. His family was threatened but he fought the superintendent who integration. And I think in 1952 I was (unintelligible) history 1952 that’s when the lawsuit started. They came up with separate but equal.

TC: So DeLaine and Pearson-

JH: They started that. They were part of that.

TC: They were asking for integration?
JH: Yeah, no, they were asking for separate but equal. They didn’t necessarily have to be integrated but they wanted to have the opportunity of the same things as the white students had. That’s what it was but you know that’s impossible. You’re (unintelligible) you know they’re not going to give you. But they eventually got, I think Thurgood Marshall and all of them were involved in that, eventually got separate but equal. That lasted for a while. You’ve heard separate but equal?

TC: Yeah, yeah.

JH: That came about in the ‘50s but they weren’t satisfied with that. The parents of the black kids were not getting the same things the white students were given so that’s when they went back with. Brown vs. Board was in Topeka, Kansas but it originated in Summerton in Clarendon County. It was called, I can’t recall the name, the first case. It was the superintendent’s name versus the school board.

TC: Yeah, I’ve forgotten it too. So literally DeLaine-

JH: DeLaine and Pearson all were part of-

TC: They were asking for separate but equal?

JH: But they wanted the opportunities, they wanted the same thing the whites had.

TC: Yeah.

JH: Seemed like they compromised or might have compromised.

TC: They wanted equality?

JH: Right, they wanted equality. That’s what they wanted.

TC: But eventually-

JH: See they realized because they weren’t getting it. That’s when they went back and started, oh, I can’t think of the superintendent’s name. There was a court case against the superintendent.

TC: Now was that asking for integration or asking for equality?

JH: I think it was equality, it wasn’t integration.

TC: Against the superintendent?

JH: Right, yeah, to get the same things that the whites got. That’s where it all started. I mean I read the book.

TC: I can’t remember the name but they were the facts involved. Okay, I understand.

JH: I got all those things at home.

TC: Okay. Do you have any additional comments you’d like to make about your career at the elementary or high school level or the college level?

JH: Far as principal or just in general?

TC: In general.
JH: I thought I came from a long ways where I grew up, grew up on the south side of town, so to speak, in a rough area over there, that kind of stuff. I grew out of that thru education and becoming a teacher and just moving out of it. I haven’t forgotten where I came from. I go back home now, still go in the area, just to go through sometimes. There are some friends of mine still there, hadn’t moved. But I think the things that stand out in my mind the ability to move up and my football scholarship, things that stand out in my life, graduating from college on the honor roll, you know, coming from a low socioeconomic background.

TC: And an athlete.

JH: And an athlete, also my career teaching, big adjustments coming out of high school, the only black male out of a hundred and two teachers, I think that stands out to me too, I definitely had (unintelligible) getting adjusted to that. Also, when I went to Scott’s Branch when I got there the middle school was the lowest achievement academically. I (unintelligible) I said you might have the lowest academic scores in the state but when I left we were Palmetto silver (unintelligible).

TC: I see. What kinds of things turned that around?

JH: The teachers I think the teachers’ morale was down, teachers were there getting a paycheck and I did some census evaluation and I got rid of the ones.

TC: (unintelligible)?

JH: Yeah, right. They had the ability but they just didn’t do it, were just complacent, coming up there doing nothing. I just kept it up, put a little pressure on them and said we got to do, we’ve got to do that. You either do that or you leave. We got some that transferred out. The good ones that were concerned about the students will be successful. And so we Palmetto, are you familiar with Palmetto gold and silver?

TC: No, I’m not.

JH: That’s grades of improvement. When the report card came out I was four (unintelligible) at the highest improvement in the district.

TC: You would say the major factors involved were better teachers?

JH: Better teachers.

TC: More committed?

JH: More committed, a better curriculum. I changed the curriculum. I did a little something there too. I changed it around a little bit. What they were doing they were regular, they weren’t doing what they were supposed to do. I did that by creating, making teachers feel better about themselves, morale. The teachers were good. They were qualified. They were good teachers.

End of interview