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Tom Crosby Oral History Collection
Frederick C. James Oral History Interview

Interviewee
James, Frederick C. (Frederick Calhoun)

Interviewer
Crosby, Tom, 1940-

Date
March 27, 2007

Location
Columbia, South Carolina

ID Number
CROS 007

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Scope and Background Note
In this oral history interview, Bishop Frederick C. James discusses his educational experiences at the Rosenwald schools in Prosperity, South Carolina and Allen University, his career as a bishop in Africa, his friendship with former United States President William Jefferson "Bill" Clinton, the importance and influence of his early education, and his service as chairman of the Howard Junior High Restoration Center Initiative. Bishop Frederick Calhoun James, the only child of Rosa Lee Gray and Edward James, was born in 1922 in Prosperity, South Carolina. He earned his bachelor's degree in history and English from Allen University in 1943 and his master's of divinity degree from the Howard University School of Religion in 1947. Tom Crosby interviewed Bishop Frederick C. James at his office in Columbia, South Carolina, on March 27, 2007. Interview covers James' education at Howard Junior High School (Prosperity, S.C.) from 1927 to 1937, Drayton High School (Newberry, S.C.) from 1937 to 1939, Bettis Junior College (Trenton, S.C.) from 1939 to 1941, and Allen University from 1941 to 1943.
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Interviewee: Frederick C. James
Interviewer: Tom Crosby

CROS# 007
March 27, 2007

Tom Crosby: My name is Tom Crosby. I’m the interviewer today. Today’s date is March 27, 2007. My date of birth is May 10, 1943. Sir, will you give me your name, please?

Frederick C. James: My name is Frederick Calhoun James.

TC: And what is your date of birth?

FJ: I was born April 7, 1922.

TC: Do you have a middle name?

FJ: My middle name is Calhoun, yes sir.

TC: Now the location of this interview, can you give me that information please?

FJ: Of this interview?

TC: Yes, this location.

FJ: Yes, of course, this is my office, 3700 Forest Drive, Suite 420. This is my workshop in retirement.

TC: And this is Columbia.

FJ: Columbia, South Carolina.

TC: Now the date of this interview is March 27, 2007 and we’re starting at, believe it or not, four-thirty in the afternoon. Bishop James, where were you born?

FJ: I was born in Prosperity, South Carolina.

TC: This is in?

FJ: Newberry County, about thirty miles, thirty-one miles above Columbia here.

TC: Okay. Now what was the name of your, excuse me; also I should ask, do you have siblings?

FJ: No, I was the only child. I guess I’m the only, only child that was not spoiled rotten. I was past rotten and spoiled. I always had a work ethic and they say people who love to work like I do and like I always did, they say that they don’t quite fit the spoiled category as well as some other people.

TC: But I suspect you got a lot of what you wanted as a child. Not everything?
FJ: Some things, not everything. I was raised with a young person as a brother, who was four months younger than I. He was my mother’s aunt’s son. And I guess that kind of gave me the experience of being raised with a brother during those precious years.

TC: Right. Now what was the name of your elementary school?

FJ: I started to school—I really started—you asked me about elementary school, but I started kindergarten in St. Petersburg, Florida. And then I came back from Florida to Prosperity, South Carolina where in 1927 I began first grade at Howard Jr. High School, which was a Rosenwald School in South Carolina.

TC: Located in Prosperity?

FJ: In Prosperity, South Carolina, yes.

TC: Now what grades were at that school?

FJ: From first through tenth.

TC: First through tenth?

FJ: First through tenth grades.

TC: Now was that the first high school, you might say, in Newberry County for black persons?

FJ: No, it was not. Drayton Street High School was in Newberry but Howard Jr. High School was a good school. We had seven teachers there and when I started first grade it was two years old, the structure itself. There had been a school there for a period of years, which had been operated by Shiloh AME Church. Shiloh cooperated with the Rosenwald people to make possible the land where that school was built.

TC: Howard Jr. High?

FJ: Yes.

TC: Well now, prior to the building of Howard Jr. High, you say there was another school, right?

FJ: There was another school there.

TC: It was a building exclusive of the church?

FJ: Yes, there was a building exclusive of the church, a two-story building.

TC: Do you know if it also was used as a lodge?

FJ: Indeed it was. I don’t know how you knew that but that’s true. That school was also used as a lodge and it was used by the Women’s Home Aid Mission Society.

TC: I see. Now it was on the property of Shiloh AME Church?

FJ: Property of Shiloh AME Church, yes.

TC: And it existed until 1925, I guess.

FJ: That’s correct.

TC: Because Howard High was started in 1927.
FJ: That’s right. Well, actually it was started before 1927. It was underway when I started, my understanding is.

TC: Now, the acreage of land is the same now as when it was started, or you’re not sure, the number of acres of land?

FJ: I’m not certain about that. I know that the land was bought back by Shiloh when they discontinued the use of Howard Jr. High School in 1954.

TC: Shiloh bought the property back?

FJ: That’s right.

TC: Of course, with the school on it. How would you describe the teachers at that school? You started there in the first grade all the way through the tenth grade?

FJ: Yes.

TC: So how would you describe the principal, the teachers?

FJ: I would describe them as among the best teachers that I’ve ever encountered, and I’ve gone to a few more schools after that and I’ve met a number of people who were great teachers. They were great teachers.

TC: When you say you would describe them as among the best, what kind of factors or characteristics would you say that they possessed that would lend them to be among the best?

FJ: It was the extent to which they were educators, and I consider an educator as a person who is responsible for education of people. That’s from one perspective. The other perspective: these were caring people about the profession. They were conscientious, which is a much better word to describe what I have in my mind about them. They were conscientious about their profession and they considered their profession a success when young people learned and developed. And I think that there was just as much concern about development as there was about learning.

I go back to many of the principles by which my life has been directed and I find that they go back to some of these teachers, just as well as to what I consider my calling as a minister. And particularly, considering what they had to work with and what they did not have to work with, if you consider what they got accomplished. Time was when the boys in the class had to leave school when it got real cold and when blocks of little wood in the potbellied stove in those rooms burned out, we were sent up the railroad to gather coal that had fallen out of locomotives on the CN&L Railway or the Southern Railway—railroad locomotives. And we would go sometimes two or three miles up in one direction and, of course, we had to come back the same direction because we didn’t have but so much time to do that, with our buckets with coal.

TC: How amazing, some persons would never think that those were the kinds of things that people had to do back in those days.

FJ: That’s right and to consider that the books that we got were many times secondhand books, not brand new books. We would get second-hand books. Of course, in many cases there was not money, especially during the Depression. I was at the school during the Depression. People couldn’t buy food, to say nothing of buying books. We would learn how to reinforce the back of a book and how to take care of a book, how to take care of a torn page. And many books
still come to my mind after all these years; Smith’s *Modern Advanced Arithmetic* is one of them, the geometry books, *The Cooperative Citizenship*.

**TC:** How about science?

**FJ:** Pardon?

**TC:** Science, do you remember any of those?

**FJ:** Not a great deal in science, we did not have.

**TC:** Probably general science.

**FJ:** We had general; not a lot of that, either.

**TC:** Let me go back to, you said that you had to reinforce the books. You had to do some things to make them—.

**FJ:** Last, make them last.

**TC:** So you maybe put something like on the back page, I guess you had the front page but maybe that page too, you’d get a stiffer piece of paper?

**FJ:** Yes, we learned how to get paper from a paper sack, a strong paper sack, that with some tape, masking tape, and we learned how to cover that back.

**TC:** And maybe the front too, I’m not sure.

**FJ:** Yes.

**TC:** You probably did the front and back.

**FJ:** Well, what I call the front and the back is the same thing, in order to make it last.

**TC:** And some of the pages would be torn?

**FJ:** Yes, and you would tape them.

**TC:** You would tape the pages?

**FJ:** Yes, we did not have a lot of Scotch tape at the time but whenever we could get it without covering up a letter, we’d find a way to do that or we would put it together, write the letter, and write it out, you know, so that we would know what it was.

**TC:** I recall when I was in elementary school, a few months after you, some of the pages would be torn, but see, I was a student and I guess as I recall seeing those torn pages I must have been in about maybe the second or third or fourth grade. So I probably thought that that was just done by some of the students, not really knowing that these were hand-me-down books from the white people, white schools.

**FJ:** That’s exactly what, hand-me-downs, exactly.

**TC:** It’s really interesting that you are telling about this and now I recall myself.

**FJ:** That’s right.

**TC:** Now would you also, you used caring about the teachers, they were very caring and dedicated.

**FJ:** Yes, they were that.
TC: Would you also—this is my personal question—would you consider them also that they would seem like our mother and grandfather also?

FJ: Yes, they were as members of the family. We had the same respect for them that we had for other members of the family because we would hear them talking to our parents about us, about whether we were doing what we could do or whether we were doing better than we were doing the last month or the last period. There was this concern above and beyond the call of the clock.

TC: Now, so do you recall how many students were in your graduation, the tenth grade, right, class?

FJ: That’s a figure that I do not know. I would like to, and one of these days I’ve got to do the research that’s necessary to find out.

TC: Do you have a picture of your class?

FJ: There again, I’ve got a picture of my graduating class at Drayton Street in 1939 but not of 1937.

TC: I see. So when you left Howard Jr. High in the tenth grade and then you went to Drayton Street?

FJ: Went to Drayton Street for the last two years.

TC: Which was in the city of Newberry?

FJ: Newberry, that’s correct.

TC: So you did the [sic tenth and eleventh] grades there?

FJ: Yes.

TC: Or you probably did up to the eleventh, is that it?

FJ: No, through the eleventh; yes, that’s right.

TC: I think the twelfth grade was only added in 1947 or ’48.

FJ: That’s right, that’s right. That’s right.

TC: So you left, you graduated in the eleventh grade and then you came to?

FJ: Yes, I graduated the eleventh grade and went on to Bettis Jr. College.

TC: I see, over in Aiken.

FJ: No, Trenton, South Carolina, near Aiken.

TC: So how long were you there?

FJ: Two years; associate arts degree in 1941. Went in in ’39 and came out in ’41.

TC: Do you recall how many grades were at that school? Was it one through—?

FJ: That was as high as it went. It was a junior.

TC: It was a junior college?
FJ: Junior college, that’s right. That’s as high as it went. There was an academy there in years past and fine finishing school.

TC: Bettis, that’s B-E-T-T-I-S?

FJ: That’s correct. It was a classic finishing school. As a matter of fact, that’s where I first took a course in what was called then Negro history.

TC: Now, when you say finishing school, what does that mean?

FJ: Bettis Academy—means that that school centered on excellence and leadership, more or less, as Allen University came to do.

TC: But it only went two years rather than four?

FJ: This was prior to graduating. It was a high school. You could go to Bettis Academy and finish high school there and then go on to—.

TC: An additional two years?

FJ: An additional two years to the junior college level.

TC: And then after leaving Bettis, you came—?

FJ: To Allen University.

TC: And you came there, I guess, as a sophomore or junior?

FJ: Came there as a junior.

TC: As a junior?

FJ: Yes, sir.

TC: So you were there for two years?

FJ: For two years, and spent a year later at seminary.

TC: And got a divinity degree?

FJ: No, I left Allen in—I graduated from Allen University with a baccalaureate degree with a double major, a major in history and major in English, in 1943. Dickerson Theological Seminary was attached to Allen University and I spent one year studying at Dickerson Theological Seminary and following that year I got a scholarship to go to Howard University to study religion. And three years later I graduated from there.

TC: What degree?

FJ: With a master’s degree.

TC: Masters of divinity?

FJ: Yes, sir. And then I left there and went to Union Theological Seminary to do postgraduate work, work on my doctorate degree.

TC: Now when you were at Allen those junior and senior years, do you recall some of the noted persons that came to campus and you may have been involved in one of those persons coming?
FJ: Oh, yes. We had many notable characters that came to Allen University during my time, and before and after as well. Among them was Mary McLeod Bethune.

TC: Would you happen to recall what year right now?

FJ: I don’t recall the precise year for Mary McLeod but I do [remember Dr. Mordecai (Wyatt) Johnson in 1943].

TC: But you were there in your junior year, which started what year?

FJ: In 1941. It was between ’41 and ’43, one of those years. And then, of course, I came back to Allen to teach at Allen, at Dickerson Theological Seminary in ’47.

TC: Didn’t you say Mary McLeod Bethune came?

FJ: Yes.

TC: How about Marion Anderson?

FJ: Marion Anderson came. I was a teacher.

TC: At Allen?

FJ: At Allen and presented a concert at the Township Auditorium. I had the responsibility for the ushering, for the direction of the ushering, the young men and the young women.

TC: Tuxedos, of course.

FJ: We got accolades in The (Columbia, SC) State newspaper for our superior and professional work.

TC: Congratulations. Did you attend the Langston—he came to campus sometime, Langston Hughes?

FJ: Langston Hughes did come but I do not believe that it was during my time. I think it was a year or so before my time. But many of the great entertainers came to Columbia and to Allen. I recall some of the great band leaders—.

TC: Through the years.

FJ: Yes, through the years.

TC: And then you became involved in the AME Church. Well, you’ve always been involved, but after graduating from Allen, should I say, you became more involved in the AME Church, right? Can you tell us a little, maybe—kind of sequence?

FJ: Yes. The year that I graduated from Allen University I went into the ministry at the age of twenty-one. I was a member of Bishop Memorial AME Church. I was licensed at Bishop Memorial AME Church, which was the college church into the ministry. I joined the conference also that year as a licentiate in 1943. I received a scholarship to go to—a pure academic scholarship to go to—Howard University on the basis of my scholastic average at Allen University.

I maintained a relationship—I came back to Columbia my first summer and received an appointment at Friendship AME Church. My second summer I came back, I was assigned pastor of Bishop Memorial because the president of Allen University, President Higgins, had been
given that responsibility and he was glad for me to get back from school so he could give it to me to raise the conference claims. We were successful in doing that.

When I went back my last year, three years of graduate work in order to get a master’s in divinity above college level from a reputable institute. But when I came back with my degree I was given a job at Allen in the fall of 1947.

**TC:** I see. Now how about your becoming bishop in the AME Church? When did that occur?

**FJ:** I was elected a bishop in the AME Church to fill one of eight vacancies in the world in July of 1972. There were over fifty candidates for election from all parts of the world and I was the seventh of eight to be elected and assigned presiding bishop of four countries in southern Africa: Lesotho, Swaziland, Botswana, and Mozambique. And all of our churches, all of our schools, all of our centers, all pastors, and all presiding elders and everything else that was AME in that area were under my administration.

A few weeks after that assignment before I could get out of the country to southern Africa, one of our bishops passed away who happened also to be an “Allen-ite”, Bishop G. Dewey Robinson. And that meant that we had to make some assignments and do some reshuffling. In our church, you don’t get to be made a bishop unless there’s an opening for a bishop to be made. You’re not made a bishop just because they want to make somebody a bishop. But we did not have time to make somebody a bishop again, because we only make bishops at quadrennial meetings and this meeting was just over, less than six months over. So because the fifteenth district was contiguous to what I had been assigned, the four countries in southern Africa, I was assigned six: two districts. So for four years I did the work of two bishops in southern Africa; paid for one.

**TC:** You paid for one?

**FJ:** They paid me for one.

**TC:** Oh, they paid you for one but you did the work of two bishops?

**FJ:** Same church.

**TC:** And then you eventually came back to the U.S.?

**FJ:** Yes, they brought me back. That was in 1972. In 1974, I mean 1976; from ’72 to ’76, southern Africa. I was brought back to America and assigned the presiding bishop of the twelfth Episcopal district, which consists of the states of Arkansas and Oklahoma. That was my beat for eight years.

**TC:** What was the last year there, ’84?

**FJ:** From ’76 to ’84.

**TC:** Eighty-four?

**FJ:** That’s right.

**TC:** Okay, and then you came to South Carolina?

**FJ:** I was assigned presiding bishop for the state of South Carolina and Allen University, our beloved school.

**TC:** It was in your district?
FJ: Yes, sir. [I became Chairman of the Allen University Board of Trustees].

TC: And I think you said when you arrived in Columbia—I think I’m correct—that Allen University will rise again?

FJ: Yes, sir. That was my determination, but many of the reporters that met us at the airport—there was a tremendous ovation and welcome, not just AME’s but South Carolina leaders of all races, and they asked me to say something. I said, “Well, one thing: I want to serve notice now, is that Allen University shall rise again.” I noticed there was an appearance of consternation or inquisition on the faces of people and they came to me the next day and said Bishop, your statement at the airport, said they did not tell you about Allen University, the people didn’t tell you? I said, “Tell me what.” Said you said Allen University shall rise again. Said Allen can’t rise again. Said Allen is out. Said there’s no way for Allen. I said, “Well no, they didn’t tell me that.” They said well, we could give you report after report. Said it’s generally known throughout that Allen is in poor condition, so that was the prevailing attitude.

TC: I see.

FJ: Allen did rise.

TC: If I may, and I remember reading the same articles prior to the gaining of accreditation, Nate Abraham, I have become acquainted with him within the past year and I see him sometimes out at the House of Prayer and I remember he wrote a very—he wrote several very favorable articles with reference to you and what you were doing at Allen and the AME Church.

FJ: So did The (Columbia, SC) State newspaper.

TC: And The State newspaper did the same thing, I remember. Now may we regress here a little, back to when you were in school and maybe a little after your being at Allen studying. One of the noted bishops—excuse me, one of the noted presidents—one being Bishop Higgins, and would you like to make any comments or gestures to him?

FJ: Oh, yes. President Higgins was a greater president than he was anything else. He was a person who established a record of accountability. He was obsessed with the idea of operating on a balanced budget. He was also a strong advocate of self help and a strong advocate of being able to prove that you deserve your degree.

TC: Academics.

FJ: Academics, yeah, no question about that. And he also was a great advocate of character, character and education going together. So those are some of the strong front lines that ran through the Higgins’ administration.

TC: And then there have been some other persons—many persons, should I say—associated with Allen that have made great contributions and one of those areas, one of the major disciplines at Allen was that of education, elementary and secondary.

FJ: Yes, correct. That is true.

TC: Any comments along that line?

FJ: Oh, yes, you had strong educators like Dr. Sylvia Swinton. You had F. Norman Fitzpatrick, Dr. F. Norman Fitzpatrick. You had great psychology teachers like Mr.
Baumgartner, great English teachers like Dr. J. Randolph Fisher. You had great religious educators like Dr. H. B. Butler. You had great athletics directors, like—well, you had a number of them.

TC: Now, with reference to education, it turned out some great teachers, elementary and high school, and many of those teachers went and taught in Rosenwald schools. And I know one of them was my fifth and sixth grade teacher, Kathleen Jeter Eison. She lived in Union County, Carlisle area, and she was an excellent teacher. So many of those Rosenwald schools got graduates of Allen University and other colleges in South Carolina, too.

FJ: That’s true. Well, Doctor, the fact is that Allen University has always been not only an educational institution, it has been a leadership factory, a leadership factory, whether it’s an education—particularly an education. There was a period of time prior to the integration of the schools when white educational superintendents all up and down the eastern seaboard, not just in the state, they would say, you know, they would come looking for a talent for school work and they’d say you may want to go to Talladega to get excellence in biology or you may want to go to Howard to get some legal or scientific, but for your principal, there’s only one place you want to find: you want to get you a graduate of Allen University, Columbia, South Carolina, to be the principal of the school.

TC: And I guess, of course, you knew some teachers before I did at Allen but one of those persons had to have been Dr. Sidney Swinton. And then you had others, C. A. Johnson, and I’m sure there were others, too.

FJ: Oh yes, there were, many, many, many others. You know, Dr. John Stephenson, graduate of Allen University; Edward Taylor graduated Allen University. These were brilliant teachers, administrators. J. W. Witherspoon, James Witherspoon, graduate of Allen University.

TC: Now, if I may, at this point, can we maybe move to your work that you’re doing at this time?

FJ: Oh, yes.

TC: With the Rosenwald school that you attended and that school was Howard Jr. High School in Prosperity, which is in Newberry County.

FJ: That’s right.

TC: Can you kind of give us some brief information about that project?

FJ: Yes, okay. That school from which I graduated in 1937, after ten years attendance of that junior high school, ceased to operate as a school in 1954. Since that time there has been a concern on the part of many people that that ground, that building has special significance in the area, in the community, and that restoration with an updated purpose of service would be very much in order. I have shared that over a period of time and in the last few years I’ve found enough people who were interested in doing the same thing.

Some of those persons also went to that school. There are only a few alive today who put in ten years but one or two of us did.

And this is what we have done. Beginning last year we began a program for the restoration of Howard Jr. High School as a center of service in the community. And I’d just like to share with
you the purpose and the mission of that school. This is the way it’s written. Well, it was the report. We, your committee on purpose and mission, after considerable dialogue, research, and discussion, present the following proposal to become the purpose and mission statement of the Howard Jr. High School Restoration Center. This was what was adopted, purpose and mission. Purpose: To restore and maintain the Howard Jr. High School building as a recognized entry into the National Register of Historic Places. Last February that school became the second school in South Carolina—Rosenwald school—to enter the National Register of Historic Places. There are only two. The other one is Mt. Zion Rosenwald School in Florence, South Carolina, and this one, the only thing in Newberry that’s in the Historic Places, by the way, of this part of the population. That’s the purpose.

The Mission: To activate and utilize the Howard Jr. High School building as a community center with updated focus upon youth development, African-American art and culture, tutorial education, Howard Jr. High School teacher and student achievement, Julius Rosenwald School appreciation, and other forms of community uplift accommodation and service. That’s the mission.

TC: Very good.

FJ: That’s the mission.

TC: That’s excellent. Now, you mentioned Julius Rosenwald, I think you said, appreciation of him?

FJ: Yes, Julius Rosenwald who was active in developing Sears & Roebuck into the great business that it became, also became interested in educational opportunity for black people.

TC: Assisting in construction of the schools.

FJ: Yes, and he felt that that could be enhanced by some better schools, because there were so many areas in which there were no schools. In 1835 it became a crime in South Carolina to teach black people to read and write—in 1835, April 1. And that spirit was evidently at work until the twenty-first century because—until the twentieth century, because no allocation was made for black schools.

TC: And in the nineteenth century the schools were in very poor condition.

FJ: You only had what you could build and black folks weren’t getting any money. You had to pay the teachers. You had to pay for everything if you wanted to get any education. The state didn’t give you anything.

TC: And taught school sometimes in churches and old houses.

FJ: That’s right, and if they caught somebody teaching it, they would put them in prison. It was a crime.

TC: And they would be beaten.

FJ: Yeah, it was a crime. So what was worse than even showing hatred, when you get people who sat down and rationally decided in a legislature. If you really think about that, that’s one of the worst things, I think.
TC: With reference to some of your involvement in national issues, you might say, and projects, one of those I recall seeing you at the democratic convention. I guess that was nineteen—Bill Clinton.

FJ: Oh, yes.

TC: I forgot what year it was, but anyway you—.

FJ: When he spoke in Atlanta?

TC: Yes, and you gave—.

FJ: I was on for invocation, I believe.

TC: You gave the invocation for it.

FJ: Yes, and Don Fowler was really in charge at the time, who was a great friend of mine. Yes, sir.

TC: So you were quite active in that election?

FJ: Well, I tried to do a little something. I tried to do my part.

TC: Tried to do your part for that and then I did not attend the program when President Clinton at that time was a candidate, I think that’s correct. Or he may have become president when he came to Allen’s campus. He was president.

FJ: Yes, he was president already.

TC: So you were successful in getting him. You played a role in his coming to campus, I assume?

FJ: Well, we formed a relationship in 1976.

TC: Was that when you first met him?

FJ: When I first met him: in Arkadelphia, Arkansas, at an NAACP Freedom Fund dinner where I was the speaker. Following that speech he made his way down the aisle. I was shaking hands with some people.

TC: And you credit your elementary teachers for part of that?

FJ: Well, he said, “You said a few things in your speech tonight. I’d like just fifteen minutes of your time to discuss them with you.” Said my name is Bill Clinton and I teach law at the University of Arkansas in Fayetteville. I said all right. I said, “Let me finish shaking a few hands and we’ll sit down.” And we did: talked an hour and fifteen minutes and that was the beginning of our relationship, and we got closer and closer and closer. After he was elected governor of Arkansas, more than once I served on committees with him and with his wife.

TC: I didn’t know that you worked with him in Arkansas, helping him to become governor.

FJ: Oh, I helped get him elected to governor. That’s where we met.

TC: After that, fifteen minutes that went for an hour and fifteen minutes.

FJ: Yes [we became firm friends in a friendship that has continued]. I became honorary consul general for the Kingdom of Lesotho for the states of Arkansas and Oklahoma in 1979,
certified by the United States Secretary of State, and he helped me to entertain the Ambassador to the United States from that country.

TC: In Washington?

FJ: [sic No. In North Little Rock, Arkansas, at Shorter College.] Timothy Thahane, who was also the vice chairman of the World Bank at the time.

TC: And now, just recently within the past two months, I guess it’s almost two months, fortunately Allen University was fortunate to have his wife attend campus, Hillary.

FJ: Wasn’t that so? That’s true, sure. We were very glad to greet her and be greeted by her and to hear her and to see the tremendous response on the part of people to the possibility of her leadership. She’s a brilliant woman; able; she’s able to do it all. If she could get elected she’d make America a great president.

TC: I concur with you. Well, Bishop, do you have any final comments about anything that maybe we haven’t touched on at this time?

FJ: Well, I want to commend you upon your career. I want to commend you on what you’re doing now and I’m encouraged with persons of your caliber and your concern when you come out of retirement to add your expertise and to add your concern to this historical recovery of so much that needs to be recovered and actually discovered. Because we have not been all in history that we should have been, and it’s unfortunate because the generations that come on find other things to take their attention and they will never know some facts that they need to know if we don’t have persons who are dedicated to uncovering those facts and presenting them and preserving them, putting them in a mode that they can be passed on. So I would simply like to congratulate you, Doctor, on what you’re doing and I trust that you and those who are working with you will have great success and if there’s anything that you think that you might be able to do to help Howard Jr. High Restoration Center endeavor along, we would appreciate it very much. I’m happy to be serving as chairman of that endeavor.

TC: Well, thank you, Bishop. I really have enjoyed this interview today. It has been most informative in many ways in which I had not anticipated in the audience with you, so I really appreciate your time and your effort. Thanks again. The time at this moment is five thirty.

FJ: See how much time I gave you?

TC: Very much so.

End of interview