In this oral history interview, Telicious Kenly (Lowman) Boyd discusses the prominent role of education in her life, including a detailed description of Piney Grove Elementary School (Richland County, South Carolina), games played, school lunches, and the Piney Grove A.M.E. Church, which donated the land upon which the elementary school was built. She also discusses her time at Harbison Junior College and Allen University, where she graduated with a degree in home economics. She became the first African-American teacher hired by the Girls Industrial School (now known as the South Carolina Department of Juvenile Justice) and later taught at Richland High School (Irmo, South Carolina) and worked for the family court system. Telicious Kenly Lowman Boyd was born on September 7, 1919, to Minnie and James Lowman of Columbia, South Carolina. One of three children, she was an educator. She died on October 21, 2009. Tom Crosby interviewed Telicious Kenly Boyd at her home in Richland County, South Carolina, on May 16, 2008. Interview covers Boyd's education at Pine Grove Elementary School and Harbison Junior College (of the town of Irmo, S.C.) from the late 1920s to the 1930s and at Allen University in the 1940s.
Interviewee: Telicious Boyd
Introducer: Dr. Tom Crosby
CROS# 022
May 16, 2008

Tom Crosby: Today is May 16, 2008 and I’m at the home of Mrs., your first name?
Telicious (Kenly) Boyd: Telicious.
TC: Telicious.
TB: Kenly Boyd.
TC: Kenly Boyd. And we’re in Richland County?
TB: Richland County.
TC: Richland County in the community of?
TB: Pine Grove.
TC: Pine Grove. What is your date of birth please?
TB: The date of my birth is September 7, 1919.
TC: September 7, 1919. Who were your parents?
TB: My parents were James and Minnie Lowman, Lowman, L-O-W-M-A-N.
TC: James and Minnie Lowman, okay. Do you have siblings, brothers and sisters?
TB: No sisters, I only had two brothers and both are deceased.
TC: Two brothers, no sister.
TB: No sister. Now you went to elementary school in Richland County?
TC: Yes.
TB: And the name of that school was?
TC: Pine Grove. I started at Pine Grove and I transferred to parochial school at Harbison I think in the fifth grade.
TB: Yes.
TC: I see.

TB: Parochial.

TC: And it went up to how many grades, how many grades did it have, first through the eleventh?

TB: Yes. High school at that time, yes, not the parochial, I think through the seventh then we went to Harbison. The parochial was the elementary school for Harbison. When we left there then we went to high school, I transferred to the high school at Harbison Junior College.

TC: Now the parochial part was the elementary area?

TB: Right.

TC: And it’s in a building by itself?

TB: Yes, in a building by itself, kind of down the hill from Harbison, down the hill from Harbison, up from the campus of Harbison College.

TC: Okay but it was administered Harbison Junior College?

TB: Right.

TC: Had a principal?

TB: Right.

TC: Then the high school part had a principal?

TB: Yes, we had two Harbisons and the principal, president other than the junior college.

TC: So do you recall the name of the principal at the parochial part?

TB: I think C. M. Young was the principal. And when I went to Harbison the president was Dr. Young. We called him Dr. Young.

TC: Do you remember any books that may been used when you were in elementary school, the names of any books? I know one a lot of persons have mentioned that book about Spot, Jane and Spot, for example.

TB: Was it Jane and Spot?

TC: I think one of the persons was Jane and the dog was named Spot. You may not remember that but I do. You don’t recall any other books at that time?

TB: I tell you what I do recall, they put emphasis on reading at those schools but spelling was very, very important and every Friday we would have a spelling match. And we used to have these test words and go to the end of the line and everybody was excited about that. We looked forward to Friday and you would look forward to that spelling.

TC: Didn’t they also sometimes call it spelling bee?

TB: Yes, spelling bee.
TC: The spelling bee was that among students in a particular grade only or did you have students in other grades? It was probably just one particular grade.

TB: Well, the grade that I was in at that time was the sixth grade and that would be the sixth grade spelling match and maybe the fifth graders might have had it too. But it was a particular grade, the grade that you were in, it wasn’t a mixed grade. It was by grade.

TC: Did you ever have any competition from let’s say other schools visiting your school for spelling or it was always in that one school?

TB: Right.

TC: I see. Do you remember any games that were played at recess time?

TB: Hopscotch and drop the handkerchief.

TC: Hopscotch and handkerchief?

TB: You’d make a block, draw it on the ground, make a block.

TC: That’s hopscotch?

TB: Yeah. And then you would draw another one on the ground, two blocks here and three blocks here and you’d jump from one to the other.

TC: On one foot?

TB: No, you could use both.

TC: Okay now in drop the handkerchief, I never heard of that one.

TB: You make a circle and somebody would take a handkerchief and go around the circle and the one that you’d drop it behind that’s the one that’s supposed to pick it up and try to catch you.

TC: Oh, really?

TB: Yes.

TC: I see. So the handkerchief would be dropped behind you?

TB: Yeah, a circle, like I would run around the circle and drop it behind one person.

TC: So you always had to be looking back?

TB: Yeah and they would pick it up, of course, and try to catch me.

TC: I see, drop the handkerchief. How about around the mulberry bush?

TB: That’s a song, yeah, you had to go around the mulberry bush.

TC: That was a little song?

TB: Yeah.

TC: Do you remember any strategies that teachers used to teach the students, any kind of things that he would use to teach students in the class? I know the spelling bee was one.
TB: I can’t think of one right now. We had the blackboard and most of the time especially with math and all. I remember we would have to go to that blackboard.

TC: Yeah and work problems?

TB: Work problems.

TC: I remember, making a personal reference, I was in the fifth or sixth grade and the teacher would give me a piece of chalk at the end of a string and I would take that string to the board and place my hand at one area of the string and make a circle, move that chalk around and make a circle. That’s when we were learning the multiplication tables. So I would write 1, 2, 3, 4, 5 in that circle, all the way around to 12, of course, you know, and in the center would be the five multiplication tables, put five in the center of the circle. I guess a student would go up there and say 5 x 1, 5 x 2, through 10. I remember doing that.

TB: I’ve never heard of that but that’s interesting.

TC: Uh-huh. And I remember I always put it in the corner of the board. I don’t know why but I put it in the left corner of the blackboard. Now something else that we have talked about, not today but within the past two weeks I guess, you told me that there was a school that was built by Pine Grove A.M.E. Church years ago and that school had how many rooms?

TB: Two rooms.

TC: Two rooms. When you first recalled seeing that school about how old were you, do you remember?

TB: Seeing that school?

TC: Uh-huh.

TB: I’d say about five or six but I didn’t attend that school but I remember going to that school because, you know, the school served so many purposes. We had what they called Home Society (unintelligible).

TC: Home Society?

TB: Yes.

TC: What’s that?

TB: That is where they organize the society to help people and their motto is to help a person in a time of need, to be (unintelligible) of them in a time of need. It was
organized in 1912. What they would do (unintelligible) and take up little funds for those that needed it and that’s how the cemetery got started. But anyway, at Christmastime I can remember well they would buy, get sugar in hundred pound bags. At Christmastime they would buy sugar and issue sugar out to the people and they would buy fruit, apples and oranges, more oranges than apples. People would come by and members of the Home Society, whoever was assigned to be there would be there certain hours and you could go by and they would give according to the number of families.

TC: And pick up their items?

TB: Yeah, pick up sugar and fruit and they would be pitching out that window.

TC: Of the school?

TB: Of the school.

TC: Do you remember how many windows the school had in it?

TB: It had two windows I think, one in the front and one on the side.

TC: I see.

TB: Two windows, no, it had one window because it had a door. It was a door that would give light and a window on each side.

TC: I see. And those doors and windows probably were homemade. Did they have glass in the windows?

TB: Yeah, they had glass in the windows.

TC: They did have glass in the windows. I see.

TB: And a shutter hanging at the window.

TC: To go over the glass?

TB: No, no, no, no. They didn’t have no glass in the window.

TC: That’s what I was thinking. They probably didn’t have glass in the windows.

TB: The wooden door you know how they pull it?
TC: They pull this wooden window with no glass like a door. It was like a door.

TB: Like a door, right.

TC: Okay now you observed you told me earlier that there was no blackboard in that building.

TB: A wall, like a big area, and the window was on this side like on that table there, and it come out to the front and the door would be here on this side.

TC: Do you remember if that area where they made a blackboard, do you remember whether it was smoother compared to the other side of the room you might say?

TB: The boards were together.

TC: I see, yeah, nailed together and they painted an area of that wall of these boards black?

TB: Right.

TC: And that served as a blackboard so it wasn’t a continuous smooth area. That had to have been pretty hard to write on. Of course, it was. I guess you don’t know whether they used chalk or not.

TB: I don’t know what they used.

TC: I don’t either. I guess the area was about, that area that they painted in black probably was maybe like five feet wide, long, something like that. Do you remember?

TB: I imagine it was maybe five or six painted that window back to this wall over here. It was kind of in a corner from this window back to the wall.

TC: So it was about six or seven feet, the length of it.

TB: And they made the crude benches, you know, made out of planks.

TC: Yeah, sat on them, yeah. I guess when you last saw that building, were the benches still there the last time you saw the building or they had removed them?

TB: I really don’t remember. I don’t remember. They weren’t really benches, they were just...
TC: I know, homemade.

TB: Yeah.

TC: Now that building existed for a number of years, right, and do you know when you last saw the building?

TB: I really don’t remember. I wish I did know. I wish I had a picture.

TC: You don’t have a picture of it?

TB: No, I’ve asked around.

TC: Nobody has one?

TB: No.

TC: Would you say it was existing, the old church that you have there now, would you say maybe it was still existing into the 50s?

TB: No.

TC: Gone before that?

TB: Gone before that because they moved in this school down to the community center in ’22.

TC: I see, 1922.

TB: It was in the 20s I’d say (unintelligible).

TC: So after that school was no longer used then they built this, they built Pine Grove Elementary School?

TB: Right.

TC: In 1922?

TB: They moved in 1922 so it had to be about ’20. I was born in 1919 and I went there so it had to be in the ’20s. It’s stated that they went in in ’22.
TC: I see. Do you know anything about, have you heard any persons say what was the process of building that school on the church grounds, where the wood came to build the school or anything like that?

TB: No, the gentleman that donated the land was a member of the church. He owned a lot of property. He donated the land to build the school and the community raised funds and then the men started to, you know, help build the school and that’s when Rosenwald, you know, Rosenwald.

TC: Matching the funds.

TB: Uh-huh and finally became involved and they gave them some funds and that’s how it got established.

TC: Are you talking about the one on the church grounds or the Pine Grove Elementary?

TB: Pine Grove Elementary. Pine Grove Church started it, you know. This gentleman gave the land, this member.

TC: Do you remember his name?

TB: Adam Metts.

TC: Adam Metts?

TB: Yeah.

TC: Gave the land to build that school that is very crude you might say on the church grounds, church property?

TB: He gave the money, the community center, he gave the land there.

TC: The Rosenwald School?

TB: Right. They called it Rosenwald but the community built it up. He gave the land on the church grounds to build a school.

TC: Yeah. And I guess you know the reason they refer to it as being a Rosenwald school is because Julius Rosenwald, a Jewish man who owned Sears Roebuck, gave money to help build it.

TB: That’s right.
TC: And any school that got money from him is honorarily referred to as a Rosenwald school. For example, my high school up in Union, Sims High School, the first building, we had two buildings for that school thru the years, in 1925 they got twenty-one hundred dollars from the Rosenwald fund and thirty-seven thousand from the county and the state. So that’s makes it honorarily be referred to as a Rosenwald school. Yes, mine had eleven rooms I think. So after finishing the fifth grade at Pine Grove Elementary you went to a parochial school at Harbison School. And then you finished eleventh grade at Harbison Junior College?

TB: Right.

TC: And from there did you also go to Booker T. Washington?

TB: Yes, and then to Allen.

TC: I see. So you attended the high school level at Allen or not?

TB: No. Well, you know at that time you graduated.

TC: After eleventh grade.

TB: Right.

TC: So when you graduated from eleventh grade you could go to, now Miss Mims, she didn’t go to the twelfth grade either or you’re not sure?

TB: I’m not sure.

TC: But anyway when you finished Harbison in the eleventh grade then you became a freshman at Allen?

TB: Right.

TC: And at Allen you majored in?

TB: Home economics.

TC: Home economics, I see. And that was thru teacher preparation, instruction, because you went and out and taught later on, right, home economics?

TB: Right, I taught home economics.
TC: Do you recall any of your teachers for your education courses at Allen at this time?

TB: I remember Miss Nelson.

TC: So you had biology or chemistry with her?

TB: Yeah.

TC: Did you have both?

TB: No. Who did I have it with? She taught chemistry.

TC: I think so as I’ve been told. I know she taught biology.

TB: I got all my transcripts in there. I’ll have to get them. So many of them I really have forgotten.

TC: So you still have your diploma too?

TB: Yeah, I have my diploma.

TC: You still have a copy of it? I see. How about your high school diploma, do you still have that?

TB: I think I have my high school diploma.

TC: Where right now you’re not sure?

TB: I think it might be on the wall. I’ve got so much stuff.

TC: I see. Okay, now at Allen do you recall any noted person that came to Allen and maybe sang or spoke to the student body when you were there? I know, for an example, Marion Anderson came and sang at one point. Mary McLeod Bethune also came to Allen.

TB: You said you were there?

TC: I graduated in ’65.

TB: Oh, Lord, that was back there in the 40s.

TC: Yeah but I’m saying you don’t remember any noted person coming there at this time?
TB: No.

TC: I see. Now you had musical appreciation?

TB: No, I didn’t have to take music appreciation.

TC: You didn’t?

TB: But I know some choirs they had. When I was in school I know my classmates were members of the choir. Martha Cunningham, did you know the Cunningham’s?

TC: Yeah. Oh, Martha was your classmate?

TB: Yes. Martha was my classmate.

TC: I’m referring to, I’m thinking about another Martha, Martha Ford from Winnsboro. Cunningham, I don’t know her.

TB: Yeah, she was my classmate, a woman called (unintelligible) Brown.

TC: Oh, yeah, she was your classmate?

TB: Yeah.

TC: Bill Brown lived in Atlanta for a number of years.

TB: That’s right.

TC: Passed about three or four years ago.

TB: Really?

TC: Yeah, uh-huh.

TB: And Edith Holmes passed (unintelligible).

TC: Oh, yeah? You know his wife passed, by the way, this last month or so.

TB: And Lewis Dowdy, Lewis Dowdy from Manning.

TC: Dowdy, he became president of A&T.
TB: A&T, he was the class ahead of me.

TC: Okay. How about Mishoe?

TB: Luna Mishoe?

TC: Luna Mishoe.

TB: Yeah, (unintelligible).

TC: He was in the class of ’38, then Miss Adams, Fannie Phelps Adams.

TB: She was, I know Fannie Phelps.

TC: Can you tell me a little bit about the home ec, that was your major at Allen? What was that like?

TB: Well, it was very interesting and we had to do a lot of hard work. You didn’t see a lot of, most of it was about, well sewing and food preparation and how to clean your house.

TC: Those kinds of things?

TB: And when we went in the first thing we had to go to the class and really do some of the things that you had learned.

TC: Talked about.

TB: Talked about, prepare so many meals and make a bed, those kinds of things.

TC: Was there discussion back then with reference to fats?

TB: Not too much.

TC: Didn’t say too much, because you know that’s something that there’s a lot of discussion about now, saturated fats and unsaturated fats, those kinds of things and carbohydrates, you know.

TB: Those carbohydrates and the unsaturated fats you were talking about.

TC: Now Mrs. Mills told me about there was a course in horticulture or something like that. Did you have to go out and plant some plants?
TB: No, we didn’t have to.

TC: You don’t recall that, okay. Do you recall your commencement speaker, anything along that line?

TB: I really don’t.

TC: You don’t remember that, huh?

TB: No, I really don’t.

TC: I see. So after finishing Allen with a degree in home economics do you remember your first job?

TB: My first job was in Kershaw, South Carolina. Do you know any of the Neal’s?

TC: I know some Neal’s here in Columbia.

TB: Well, they all moved to Columbia.

TC: J. T. Neal.


TC: That was at the high school level?

TB: Yeah.

TC: Jackson, Jackson House?

TB: Westside.

TC: Westside in Kershaw County?

TB: Yeah. J.T.’s daddy was the principal.

TC: Oh, yeah? I see. And then you continued to teach at another school?

TB: I taught there two years and I came and I got a job at they called it Girl’s Industrial School. It’s right out there on the Broad River Road. You know where D.J.J. is?
TC: I don’t.

TB: D. J. J., D. J. J. on Broad River Road. So I taught there two years and I came and I got a job at *(unintelligible)*. I was the first black person that they hired in that school. I think it was in ’52.

TC: Excuse me, D. J. J., now what is that?

TB: Department of Juvenile Justice but they called it Girl’s Industrial School at that time.

TC: I see and you taught home ec for them?

TB: Well, they *(unintelligible)* and I wanted to be near home and they needed somebody there in the building to receive goods, to receive all the things that were coming in, everything. And I was there to receive all the good that came into that building. Then as the girls came in then they hired me as a home economics teacher.

TC: This was a school for girls who had problems?

TB: Yes.

TC: Discipline problems and various kinds of unfortunate things?

TB: Right.

TC: How was it to work with them?

TB: Five years.

TC: I said how was it working with them.

TB: Oh, it was very nice. It was a new experience I guess and *(unintelligible)*. But it was nice working there. Some of them I think were glad to have a peaceful place to stay and some of them had their problems *(unintelligible)*. They were easy to work with. When I left *(unintelligible)* they had set up a school with music and all the things that *(unintelligible)*. It was a wonderful experience.

TC: And I guess some of them became maybe very close to you to some extent.
**TB:** Yes, they did. One girl moved there (*unintelligible*) she was (*unintelligible*) and she was a good leader and she went back home and you know she would come to see me occasionally.

**TC:** Now?

**TB:** I haven’t seen her in several years. I don’t know where she is.

**TC:** But through the years she would come to see you?

**TB:** Yeah.

**TC:** Those kinds of things really make you feel good, don’t they?

**TB:** That’s right.

**TC:** To have children appreciate and also when they learn something and they’re happy about it, all of those kinds of things, so that must have been an interesting experience.

**TB:** It really was, really was.

**TC:** So about how long did that school exist, do you know?

**TB:** It still exists.

**TC:** Oh, it still exists?

**TB:** Yeah, Department of Juvenile Justice. It’s right at the end of the street.

**TC:** Is it?

**TB:** The got a school down there. They tell me all kinds of things occur. Cursing. Some of them get on drugs. They have a school.

**TC:** So it’s difficult to deal with.

**TB:** Yeah, it’s difficult to deal with and some of the teachers (*unintelligible*).

**TC:** So I guess you, of course, did your best to work with them and convince them of certain kinds of things.
TB: Well, it was a different time when I was there. Young people were different then than what they are now. It was a new experience and it wasn’t too much of a problem. (unintelligible) experiences.

TC: So now did you retire from?

TB: No, I went here to District 5, Richland, went to school in Richland.

TC: Richland High School?

TB: Yeah.

TC: That was in Irmo?

TB: Yes, in Irmo.

TC: And then after there?

TB: I taught mostly, I was there when the schools were integrated.

TC: I see.

TB: That’s (unintelligible).

TC: So were you still teaching home ec?

TB: I was still teaching home ec at Richland. They integrated and I was uncertified but (unintelligible) so they wanted me to teach elementary and I told them no.

TC: You hadn’t had that experience?

TB: No and I didn’t want that. So I didn’t go. Most of them went into Irmo High School. My husband taught there. Well, at that time they had to find me a job. They had to give me a job and I wouldn’t take elementary. And I didn’t feel bad because naturally they weren’t going to take the home economics teacher from over there and give it to me. She would have been out of a job. So then they had to find me a job. So the person in charge, she went to the University of South Carolina and I think her name was Mrs. (unintelligible). She found me a job at family court. I worked at family court and it was the most rewarding job that I’ve ever had. They built it up you know. That was the only family court that had a home economics teacher in the United States and I enjoyed it.

TC: The family court, what’s the nature of their work?
**TB:** Well, husband don’t pay support, and I worked with the family.

**TC:** Yeah, things of that nature?

**TB:** Yeah. A lot of things that I learned that I didn’t know existed. You’d be surprised to know what some people don’t know, and I really enjoyed it.

**TC:** When you say what they know and they don’t know, are you referring to things like what resources are available?

**TB:** Right. I worked with a family once, her husband had been dead five years and she *(unintelligible)*. She didn’t know how. She didn’t know. And I worked with her and I said well *(unintelligible)*. She didn’t know.

**TC:** So about what age was this person at that time?

**TB:** I would say she was in her early fifties. She had four children and I said, “Well where is your husband?” She said, “Leaving.”

**TC:** There are many things that you know the background of many of us just hadn’t been exposed and just don’t know.

**TB:** And I also worked with one family that *(unintelligible)* but she and her son, her husband had left home, *(unintelligible)*. She had his telephone number and everything and they *(unintelligible)* and she had closed the doors and you know what she was *(unintelligible)*.

**TC:** So you, back to the integration era for you, that part of integration, you didn’t teach in the integrated part at all, right, chose not to?

**TB:** I would have taught but…

**TC:** You didn’t want to?

**TB:** I didn’t want elementary. I would have gone in home economics but I didn’t want to.

**TC:** Okay, do you have any additional comments or things you’d like to say about the past when you were in elementary school or high school or college or your career, that you haven’t mentioned yet, at this time anything you would like to say that you may have found to be interesting but you haven’t mentioned at this time?
**TB:** Well, I would like to say that with all the problems we have, all the problems we have, I don’t think we should give up. I think we should try for as long as we can as hard as we can to help our children. The way you I think get results, the end results, is the approach that you have. If you approach it with the right manner. because people can assume whether or not you’re true.

**TC:** That’s right, whether you’re genuine or not.

**TB:** Yeah, whether or not you’re genuine.

**TC:** And whether you care and you have to be dedicated.

**TB:** Dedicated and if you care you’re going to be dedicated.

**TC:** Right, yeah, and our teachers that we had from elementary through college, they were that way, and they made us what they are today and you could tell that they cared. Many of them were like our mother, grandmother, grandfather. It meant a lot.

**TB:** It meant a lot. And you do what you know is right and what you can do for them and you don’t do it, you do it because you do care and you get the end results and you find out whether or not you’ve made an impression.

**TC:** Right, that’s true. If it hadn’t been for parents who were that way and our teachers that way, we would not be what we are today.

**TB:** We would not be what we are today.

**TC:** And they made so many sacrifices. As a teacher they made sacrifices. Sometimes they bought things themselves for the classroom.

**TB:** Sure.

**TC:** The County didn’t give them anything. The rooms looked good. You know how they used to make things like Christmastime. The children would also help make things. So all of that is important.

**TB:** Very important and that’s the way you’re going to get results.

**TC:** Yeah.
**TB:** It’s the only way you’re going to get results. You can’t give up and we shouldn’t give up. Our needs are great out there.

**TC:** And as you say, it’s very important to try to understand the kids today and let them know that you care.

**TB:** Let them know that you care.

**TC:** And it’s important the approach that you talk about. That’s very important. I remember there was a guy at Allen who came from, he had been recruited to play basketball and you know how some of the kids are, they want to show off and get attention and those kinds of things. So he wanted to try to show himself so I asked a question one day and he didn’t answer the question. The boy should not have talked when he shouldn’t be talking. But I asked him a question and he knew the answer and so I gave him praise. So after class I complimented him or something like that and he said oh, that’s cool, you know, referring to me. And I didn’t have any additional negative things from him because it’s important to understand them and show them that you care.

**TB:** Show them that you care.

**TC:** Right. If you don’t have any additional comments I’d like to thank you for your time. It’s really been very informative, many things that I didn’t know.

**TB:** Well, I hope I’ve helped. I’m an old lady now.

**TC:** But you still have a lot of knowledge and memory.

**TB:** I try to do what I can. I’ve tried a lot of things in life and you know what, I think about this today. Talking about the children, what made me think about this I was looking at some pictures that I have. I got into something just by, I don’t know. **TC:** Just by reading, observing?

**TB:** I was down to the center down there (unintelligible) and this white guy came and asked us (unintelligible). We had (unintelligible) church. (unintelligible). I was standing next to him and he asked what’s your name and I gave him my name. He said well, I’m going to take it back. I didn’t think nothing about it. I’m going to take it back (unintelligible). A couple of months later the man came back looking for me. (unintelligible) what do you want with me. I knew I hadn’t done nothing wrong and he said (unintelligible). (Inaudible) I took it on myself and I told him his name was (unintelligible) he went down there and tore it down. My daddy owned a piece of property right over there and I said just put it over there on the property. And he put it on the property and it stayed there about four years (unintelligible) but anyway I asked two people, three people in this community let’s (unintelligible). They crazy as I was (unintelligible). Do you know he built (unintelligible). What made me think about it I
was looking at some of the pictures today and that’s another rewarding experience. I have no regrets. I have no regrets.

**TC**: That’s good.

**TB**: No regrets. We gave them our all.

**TC**: That’s important.

**TB**: We treated them like we wanted to be treated.

**TC**: Congratulations for that. That’s very important because sometimes you see isolated cases about how people are mistreated in nursing homes and so forth and that’s unfortunate and it’s great that you were able to have that and treat them well.

**TB**: And you have to do with the young as well as the old. Treat people like you want to be treated.

**TC**: That’s true.

**TB**: I tell people living is easy. It’s not that hard. Just do and live by the golden rule. That’s all it takes.

**TC**: I agree with you.

**TB**: That’s all it takes.

**TC**: Okay, well again I appreciate your time and your interest.

**TB**: Well, it’s nice meeting you and I hope I haven’t bored you.

**TC**: Oh, no, you haven’t. It’s been interesting and things that people need to know about what it’s been like and the efforts that have to be exerted to make achievements. Not too many things come easy in life.

**TB**: No, no, no and you know sometimes it is good for you.

**TC**: That’s true, it gives you appreciation for your achievements, the value of what you have. If everything were to come easy you really don’t appreciate it that much.

**TB**: Don’t appreciate it.

**TC**: So that’s why we can appreciate what our parents went through teaching us today and try to help someone else. So thanks again.

End of interview