

Garfield M. Parker, Jr.

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Shelden: Okay, let's see. It's – what is the date today? The 20th of July, 2011. I'm Mary Shelden, and I'm here with Garfield M. Parker, Jr. Is that right?

Parker: Yes.

Shelden: Okay, good. And we're going to do an oral history here, take an oral history about his experience with Holley School here in Lottsburg. Well, actually, we're in Heathsville, but in Lottsburg. So, first question: what's your association with the Holley School? Did you attend? Family members? Other associations?

Parker: Yes, I did attend Holley School towards its later days. My family attended Holley School. My father did. My sister attended Holley School.

Shelden: Okay, you, father, sister. Not your mom.

Parker: No.

Shelden: Okay. Did your mom grow up on the Neck?

Parker: Yes, she grew up in Reedville.

Shelden: Did she attend the school in Reedville?

Parker: Some Julius Rosenwald, some.

Shelden: Okay, okay. That wasn't established until 1917, right?

Parker: Right.

Shelden: All right. Um, how long did you attend at the Holley School, during what years, when to when.

Parker: I attended Holley grades one through four. I believe the last year that Holley existed was in 1959. So I attended until it closed, four years, up to four years.

Shelden: Okay, and after that, you went to the elementary school.

Parker: I went to the new school that was built, Lottsburg Elementary, which was a combination of Holley School and Hyacinth, which was above Callao.

Shelden: Okay. Is Hyacinth School right on the road there?

Parker: No.

Shelden: On 202, that's not it.

Parker: No, and I'm not sure about that, but I don't think so.

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Shelden: Okay, All right, just curious. How about your dad? How long, what years?

Parker: Dad did attend Holley School maybe two years and then he dropped out.

Shelden: He wanted to go on, or –

Parker: He wanted to go on but the thinking that time, my grandfather felt that education was not as important as making a living, and he had sons and daughters, and they all worked on the farm.

Shelden: Okay, and how about your sister?

Parker: She did attend Holley. She finished Holley, and she's no longer living in the area.

Shelden: And do you remember what years?

Parker: Uh, she attended Holley the same period of time I did.

Shelden: Okay.

Parker: She's one year older than I am.

Shelden: Okay, what's your sister's name?

Parker: Catherine Parker Norris.

Shelden: K, Katherine with a K?

Parker: C. a C.

Shelden: Okay, T-H-E?

Parker: Yes.

Shelden: Parker. What's the last name?

Parker: Married name Norris.

Shelden: Norris. Okay. All right. Okay good. Um, where were you living at the time that you attended, that you and your sister attended Holley School.

Parker: I was living at Coan Church on Coan Stage Road, two houses away from Coan Church.

Shelden: Okay. And how about your dad?

Parker: Same. Same.

Shelden: So, was that like the old home –

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Parker: That was the old homeplace.

Shelden: Okay. Okay. And can you remember anything about the school curriculum, the subjects taught?

Parker: Basically, just the basics, math, English, language, just really the core subjects right then. Social studies. In fact, I still have some of the old books, I believe.

Shelden: Do you?

Parker: I'll have to look. I'll have to look. We did away with some of them.

Shelden: If you still have any, I would really, really like to see them.

Parker: Okay, I'll dig deep and see if I can't find some.

Shelden: Thank you. Thank you. I'm writing myself a note. "See if Garfield has texts." Okay, so – and how about your dad. Did your dad talk at all about what the curriculum was like for him.

Parker: No, no he didn't. We had never talked about that. I think I knew before that he was always bitter because he couldn't go to school. He wanted to go to school. He really wanted an education, but his father – at the time, my grandfather didn't allow them to. He would pull them out during harvest time and wouldn't allow them to go. And if you didn't go to school then, you were failed, and so he just never went back.

Shelden: Yeah. Can you describe a typical day at the school when you were attending?

Parker: A typical day at the school would start –

Shelden: Start from home. How early would you be getting up?

Parker: Well, we drove – we went to school mostly by – it was an old school bus. My earliest recollection was it was driven by Charlie Leland, who lived in Lewisetta. He had a school bus, and he picked us up. We would get up about seven to make sure we were ready. Ride the bus to school. Of course, by the time we got there, play time until it was time to go in. The usual pledge of allegiance and Bible verses, and go to your class, and once you got to your class, the typical day, just – because there were four classrooms, oftentimes, there were only four grades, so we would rotate each year. And we started with first grade and just moved – just went through the day. My aunt Cindy – Lucinda Parker – was a cook at Holley School for a long time. She was a, one of those, that's when cafeteria workers could really cook.

Shelden: Barbara Redmond remembers her food.

Parker: Right. And she would always – it would always be interesting because always at lunchtime we would have, whether it would be the superintendent or a county official or

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just people would just stop by to eat lunch. It was very – she was just that good of a cook. So, lunch was good. And then of course we had recess, some playtime. And then back to studying. So, and that's about basically pretty much it.

Shelden: Okay. Can you describe a typical lesson, remember how the teacher would take you through a lesson?

Parker: Um.

Shelden: Or would the teacher take you through a lesson, or how did that work?

Parker: Oh definitely, definitely. Because of the – the teachers that I can remember were very, very thorough. A lot of memorization, a lot of rote – they liked for you to read with expression, so you had to read and practice sounds. They were very thorough, a lot of poems, a lot of recitation.

Shelden: Mm hm. Okay, and can you describe, or have you heard your dad describe textbooks or other materials used at the school.

Parker: No, I have not heard my dad really talk about textbooks or curriculum or anything like that. We were just standard. I mean, we had a tablet. I know we did –

Shelden: Tablet, like a slate one?

Parker: Right. Well, actually, a tablet with like a notebook, books, a lot of reading. The teachers did an awful lot of making sure that we understood current events. And understood, we were really taught at a very early age our history and how we came from folks that had the ability to do things. So, it was very interesting. We knew that we had to achieve, and that was just the mindset of that time. I always felt like there were a lot of bright kids in my class, you know. So, my goal was just simply to hang around.

Shelden: Yeah. Hang around like hang in there –

Parker: Yeah, just hang in there and imitate. We did a lot of imitating. We chose someone that was successful and just imitated some of the principles that they used. So, you know, that was about it.

Shelden: So, someone who was successful. Who would you have been looking up to?

Parker: Well, it just depended on the teacher at the time. They'd spend an awful lot of time talking about individual achievements and things like that. We were always told that we were just as good as, but you had to work twice as hard. And then you knew. You just simply knew. When you knew something, you knew it, you know – and that was one of the emphases that they placed on us was that – once you learn something, it's one thing that people cannot take away from you is what you learned. And that was one of the greatest lessons that they ever taught. One of my teachers at the time was Rev. White's wife, and even at my advanced age now of 62, I saw her in Petersburg about a year or

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two ago and no idea – she has great memory. She remembered everything from the time she taught, so it was very, very interesting. Very, very interesting.

Shelden: What's her first name? Do you know?

Parker: It slips my mind right now. Some of the other teachers there were Rev. Bailey was a teacher there. He was from Richmond County. Don't ask me first names. Things slip me now.

Shelden: Well, I know. And kids don't always know their teachers' first names, but

—

Parker: Rev. Bailey, Irene Roane, Mary Maith –

Shelden: How do you spell Roane?

Parker: Roane is R-O-A-N-E.

Shelden: Okay. What was the last one you mentioned?

Parker: Mary Maith.

Shelden: Okay. I'm taking down names in hopes that I might be able to track some of these folks down. Maith is M-A-I-T-H?

Parker: Right. Mary Maith, and Frances Howlett. She's long passed now. She was Frances Cockrell – Cockrell Howlett – she married a Howlett. And the interesting thing about that was that Frances Howlett's guardian or mother, I'm not sure, but I believe it was guardian, was – I don't know why it's slipped my mind right now, but she was in charge. She was a very influential black person in the community. And oftentimes, what she said went. She was a very strong lady, and I can't think of her name for the life of me right now, but I'll always remember, when she walked in the school, everybody, including teachers, had to be at their very best behavior. And so it was, it was very interesting. And when she talked to you, you had to step up, and I remember just having to be very, very direct. I mean, you had to be very pointed. And I can't think of her name. It'll come to me later.

Shelden: Yeah, as we talk, it will surface.

Parker: Yeah, but she was – it wasn't Cheatham. I would have to call somebody to get the correct name.

Shelden: Okay.

Parker: But she was a very strong person in the community, especially in the black community. Very influential, very direct. And she was like no-nonsense.

Shelden: I can tell she made a big impression on you.

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Parker: Yeah. She made a big impression primarily because she – even the teachers and everybody would really, really, really shape up. Another name, too, is Elton Smith. He lives in Lancaster County. And he used to be a teacher there or a principal, one or the other. I can't forget Lorraine Brooks.

Shelden: K-S?

Parker: Yes. Her middle name, her middle/maiden name was Parker. And so –

Shelden: She was a Parker somewhere?

Parker: Right. And I know she was principal at one time.

Shelden: She taught and was principal or was –

Parker: I'm not sure, but that was a common thing in those days though, so –

Shelden: Okay.

Parker: And that was the time when Lancaster and Northumberland County were combined school districts.

Shelden: That's a big, old district.

Parker: Yeah, that was combined and – but it was very well, you know, it worked, considering today, they're separated and can barely work. So –

Shelden: Okay, how would you describe the importance of Holley School, and I'm going to ask you this in three sections: to the African-American community, to the larger community in Lottsburg or Northumberland County, and to you and your family. How would you – so, starting with the first one, how would you describe the importance of the school to the African-American community?

Parker: Oh definitely very important. As you can see even today, we're trying to restore – more so than restore, we're trying to reclaim some of that history that has been lost throughout the county. And Holley was very important simply because 1869 right after reconstruction, parents wanted their children knowledgeable. They wanted their children to learn. And there was no place for them to do that. And so when Holley did come to fruition, it was very well supported. Teachers didn't have the – obviously a different era as far as the emphasis being on education. You didn't have discipline problems, those type of problems that existed, simply because it was just too important. You had to have an education. And that's what was stressed. I think it is very important. I think that the folks involved now are really interested in reclaiming it, simply because it was built in 1869, and we have a chance to turn it into a community center or make it a focal point, because that is the last public, actively run public building owned by minorities in Northumberland County. And so it's very important that we salvage it, if at all possible. I think we can do it. It's going to cost, you know, a little bit of money. But it has deteriorated over the years because that generation from Ruth Blackwell to all the other

folks that you met on the Board. Other things were going on, integration, life was happening, people were primarily in the Northern Neck, young people from 1960 on could not make a living on the land, so they had to leave. If they wanted to survive, they had to really leave to have a – and most of them did. And most left to earn a living, and now what we're seeing is after this 30 or 40 years have gone by, we have people now coming back into the area, moving back, not because, well they're moving back because they really loved the area. They just didn't want to leave it. So, we have a lot of retired alumni from Holley School now that have just begun living in the area. And it's very interesting. They've achieved. And they're surprised at the deterioration, but they also remember that they weren't here. So, it was left in the hands of a few people, who did the best that they could. So, they just need some help right now.

Shelden: And you started to talk about this, but how would you describe the importance of the school to the larger community in Lottsburg or Northumberland County?

Parker: Well, there is an underlying air or something going on in Northumberland County. Minority, black kids do not achieve at the rate that they're supposed to achieve. They're not as into education. And Holley School serves as a marker, and we remind our kids of that. I reminded my kids of that. And I'm hoping that they'll remind their kids of that. It's just that it served as a beacon. And it still holds true today. Education is the key, and if you don't have the education, you're – you know, if you don't have the education, you're in trouble. I even found that out while I was doing work this week at Holley. I'm out there working, and people would stop by and ask me if they could have a job. And obviously, I knew most of them, knew a lot of them, they just simply didn't have the background. They couldn't leave Northumberland if they wanted to because they don't have the educational background. So, Holley, to me, is a reminder. It's a reminder to me that the goals and aims of what Holley School was set up to do are still true today, and we kind of pushed it on the back burner because of the times that we live in, but things even though they change, still remain the same, so –

Shelden: And how would you describe the importance of the school to you and your family?

Parker: Well, I think it's very important, simply because in my family, it's a generational thing. Every generation is supposed to be a step better than the next generation. And I know in my own personal family, that is what has happened. We go from a – my grandfather, my father, my grandfather who was not educated to my father who had to drop out to myself who was the first college graduate in my family and then to my son and daughter who are working on post-doctorate degrees now. So, it's very important. It's very important.

Shelden: How would you describe relationships between the school and its white neighbors?

Parker: Um, fine. Fine. What I found is that it's very interesting. They want Holley to look good, because they realize this is an historical marker. Not only that, but they – and

they are amazed. Some of the Board of Directors at one time when we first started were white. They wanted to make sure the school was preserved, since that was the goal and because the relationship of some of the members with elders in our community and even now that we've started working on it, people are stopping by. They're asking, how are you going to fix that, because that was an original piece. And –

Shelden: So, white neighbors –

Parker: White neighbors do, and they have some suggestions and they want to help and contribute some money to it. So, it's very interesting, and as I said before, it's an interesting community. It's an interesting community. We are like a mesh of a lot of things going on, you know. Everybody's problems seem to be the same. Just like minority children had to leave to go away to work, so did white kids. And that does not leave a very nice taste in the mouths of – just the community – because even though we move away and we come back, you know, a lot of people want to see us stay. But that just hasn't been the case. We've been fortunate enough to only be about two hours from Washington, about two hours from Richmond, about two hours from Norfolk. So a lot of us work outside of the area and come back in, okay, because – simply because it's a great place to live and raise a kid, but not so great to work, okay, because you're not going to achieve it. You can't do it at that point.

Shelden: Was the relationship between the school and its white neighbors when you were attending also good, fine.

Parker: Yes. Yes. And to tell you the truth, one of the things I give credit to my family and the larger black community was that they protected their kids so well. If we were poor, we probably didn't know it because we spent an awful lot of time with each other, building up each other – it was very positive, and I often thank my parents today because a lot of things that they could have shared with me – my mother got up every morning and went to the oyster house, stood on cold concrete floors and worked until 5 in the morning. She'd leave at 12 at night, work til 5 in the morning, and never said a word, never said bad about anything. She said, "This is just making a living." My father drove a truck for 20 years, and he was always gone. He never said anything bad racially or anything like that. They just simply said, you've got to be better, you've got to work hard if you want to do this. And so, it's very interesting. I still, I congratulate my parents every day because even though I might have been poor, I didn't know it. Okay – even though, they just kept saying, "You can do anything you want to do." And so – that was the way it was. We just didn't know. I had no idea when schools – I never went to an integrated school, okay, until grad school. And the thing that got me was I didn't know. I've never felt that I've lost anything. I've never felt that, I really don't feel that I've lost anything at all. I didn't miss anything. What we didn't have, we made do. I think – that's why I admire the Kingston neighborhood in Lottsburg was really just like that. We didn't play together – white, black, anything like that – but we didn't know, you know, we just didn't know, so – we worked together, but that was about it. So, I didn't really, really – I think the last year in high school at Central High School, we played a few games with Northumberland High School, which was very interesting. We just didn't know. Just

didn't, just didn't care. It just didn't affect us to that point. We did know – we just didn't pay any attention to it.

Shelden: So, did you ever get to see the inside of a white school?

Parker: No.

Shelden: I asked Barb Redmond that same question, and she said she hadn't, so – that would be one way that you wouldn't know the difference, right?

Parker: Right, we didn't know the difference. I mean, we automatically suspected that there was more going on, like the white high school had football. They had track and all that other stuff. Whereas the black high school – at the time it was Central – only had baseball and basketball, okay. But Momma wouldn't have let me play football anyway, so I wasn't worried about it. But other than that, I didn't really notice too much of a difference because we were told that – the key thing that I learned later in years, and I didn't pick this up then – we always paid for our books, whereas the white community rented their books, or they were given to them. And to me, that was like unheard of. You know? It's like, we didn't know anything about social services or welfare until I had gotten way past high school. Had no clue. And you know, it was very interesting. I'm thinking – really, are you kidding me? I had absolutely no clue. Everybody took care of their own. So, that was very interesting, so –

Shelden: Um, okay. What do you remember about life in the community, prior to integration?

Parker: Um, like I said, we were very naïve, probably. I know from Holley School to Lottsburg Elementary to Central High School, we were fairly segregated, I imagine, because we played baseball, we played all that stuff, but we played it amongst ourselves. My parents, I can remember on Sunday afternoons after church would go visiting. And we would go to most popular Kingston – the boys, you know at that time, were all the same age, so we all played together. And that's really about all I really can remember, because now some of those same boys – Harold and Stafford and all of them – because see, we grew up together, and we were essentially into our own world, where it was just ourselves. You know, we knew what we wanted to do, how we wanted to achieve – but um, as far as really noticing the difference, because like I said, our mantra has always been, "You have to work twice as hard to be good." Okay, because what we were finding out was that we knew we were going to have to leave the area, and we were just looking for our opportunities to do it. So –

Shelden: What do you know about Holley School that you would most like other people to know?

Parker: I think that there were a lot of people that went through Holley School that I would like to know more about them. I would like to know more about their achievements, their accomplishments, where they are now. I do know that I can only talk about my grade, my generation, and what I can see – we didn't do bad. We could have,

you know, there were some of us. But we really didn't do that bad. I told, I tell my classmates now that we're in our 60s that we're really fortunate, really blessed, because some have done extremely well, some have survived, but others have been comfortable. And they're not bitter or anything. They're just trying to stay healthy and survive. It's the latter part – the first part of the 21st century that we're trying to cope with. So, but not bad.

Shelden: What do you do now?

Parker: I am semi-. I call myself retired, but semi-retired. I'm a retired school teacher, okay?

Shelden: Where did you teach school?

Parker: I taught at the Old Rehoboth School, the Fairfield School, and the new elementary school here. And that was the only job I've ever had.

Shelden: They're all integrated schools?

Parker: Yes.

Shelden: Uh huh. And how was that – this is not on my list, but it occurs to me to ask. How was that for you, going from being a student in a segregated school to a teacher in an integrated school?

Parker: It wasn't bad, because kids are kids, and because I love teaching. I taught science, because I love teaching science. I never saw any difference. It never phased me that there was a difference, and because I always started each day with, everybody's gotta learn something new. And, you know, this day – so – I didn't see that much difference. I love teaching. Only in the later years, things started getting a little complicated because you couldn't teach. Kids were not thinking. They were being – it's rote. They were put into a certain slot, and that's the way they went, and today –

Shelden: Are you talking about with the testing?

Parker: Yeah, with the testing, the SOL testing and kids weren't allowed to think and express themselves. They're all herded in, which is to the detriment of our little society down here. So –

Shelden: What would you most like to know about the school that you don't already know?

Parker: Well, how to fix it. Well, first of all, I'm amazed with the architectural design of it. I'm really amazed that back then in 1869 and even with churches, including this church, I am amazed at the level of skill that those craftsmen put into building. It is absolutely amazing, with the tools that they used at the time, with just their brain and what they put together, they built some magnificent structures. And I am amazed at that, and in trying to – in trying to re-do Holley School, I am amazed at how they got some of

those things done. It is just meticulous work that they did. And they were great; it was great. I mean, the building, even showing it's wear now, but just the fact that, the way it was constructed. It's taken all this long to really start deteriorating, 'cause I don't know when the last time it was painted. It had to be 30 years ago.

Shelden: Late 80s or early 90s.

Parker: It's been a while. It's really taken a beating, and what we're trying to do now is just save, is rehabilitate and save if we can. So, it should be an interesting project. It really is. There's just a lot of stuff. I need a carpenter to work, because I just wanted to do – my intent was not to do a lot, but I'm finding myself doing more and more. My main goal this year is just to get it painted. And then we can go back and structurally fix stuff as we go along. I think that's – it's not only the cheapest way to go right now, but it's the best way to go, because it's an historical building, you can't just use anything. You have to really get a feel for – it has to be as much to the original material as you can, so –

Shelden: Yep.

Parker: Because I was going to use Emma Carter's old home place that's still standing. Although it's grown up, it's still standing. But I couldn't go in there this summer because of snakes and other things, so but we're gonna, we're trying to find as much of the old material as we can. And it's hard to do, so –

Shelden: I'm making a note to myself. It occurred to me as Emma was talking about what she might do with that house that if she was not going to try to save it that a lot of that material could be salvaged.

Parker: Yeah, the only problem is, the only problem is getting to it. Getting to it – it is completely grown up.

Shelden: But if I had my students out to do some kind of work around the place to –

Parker: Oh yeah, definitely.

Shelden: That seems like a service project we could –

Parker: Excellent. I would really, because some of the lumber is an exact match to Holley, and it's just a simple matter of replacing stuff. Structurally sound. We have a team that's fixing the structure. They're doing beams, and they're re-doing some things. And I told them – us old guys are going to do the easier of part, but the younger guys definitely can help salvage it.

Shelden: Well, and it occurred to me to ask you or to ask Harold. I'm not sure who I should ask, but – whether, if you're going to paint it – I know you kind of want to get it done over the summer – but, we could have a workday with my students either in the fall or in the spring.

Parker: That would be great. That would be great. Um, I – my goal this week is after I locate all the scaffolding, ‘cause I’m going to have to do scaffolding – and I won’t bring in the elevator for the tall parts until I’m sure I’ve gotten the bottom pretty well straight. But that’s gonna take some time. And I told Harold this is a good project. This is a good time to start, because you gotta start someplace. And we’ve been doing the planning for some time. We’re gonna probably need maybe \$200,000, and I told him, I said, "You work on the money part; I’ll work on this part. I’ll go ahead and start this section."

Shelden: I sent him an email because I ran into a site related to the Rosenwald schools and their preservation, and of course, some of the grant money for that series of initiatives is from the Rosenwald Foundation, which wouldn’t work for Holley School. But Lowe’s is also offering grant money in relation to Rosenwald schools and other historic sites, so it seems to me like maybe there’s an opportunity there for a Lowe’s grant.

Parker: Yeah, I was going to leave it up to them to do all of that investigative work, because I am in enough – I’ve settled enough boys and enough stuff right now, and I promised my wife I wouldn’t take on anything new. And – but I definitely think that we have the people, in fact we had a restoration guy to come out, and he did an evaluation, just to tell me what I needed to do and how we could do it. And so I told him, I said, "this can happen but we’ve really got to get on it, because the longer we wait, the more it’s going to deteriorate." So, and some of the boards are great, it’s just that it has to be shored up. So, you know.

Shelden: Okay good, is there anything else that you don’t know about the school that you would like to know?

Parker: Um, I don’t imagine we could get records – if the school had any kind of records I imagine they probably tweaked over into the public school system – so those records are probably lost forever. You’re not going to find out who went to Holley at all, other than family members telling you, because the school division had done a very poor job of salvaging stored materials.

Shelden: And actually I’ve heard people say that there were outright attempts to destroy records.

Parker: Yeah. That’s part of the course, so I know that even with the high school – Central – they lost a lot of the class pictures, and they oftentimes call me and asked me to verify if this person went to Central, and I’m thinking, if I know you, I can, but it’s just one of those things. Where the old pictures went, I don’t know, so –

Shelden: One of the things that we’re talking about doing for the Website is to set up a form that will relay to a database so that if somebody who is no longer in the area, is an alum, they can just sign in –

Parker: That would be great. That would be great, yeah.

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Shelden: Well, good. Thank you very much for your time. I actually have one more question that is also not on my list, but I think I need to start asking it. Is there a story that you'd like to tell me about Holley School?

Parker: About Holley School? No, other than general mischief that we got in.

Shelden: So, tell me a general mischief story.

Parker: I have a cousin, Joseph – we call him Steppy. And he lives right down the road here, as a matter of fact. He lives right here, the next house over. And we were at Holley. We were at Holley – I remember it was recess, lunchtime or recess, and if you go down to the back of the property and follow the road up, you come to the Newsome's Store. Now, I think it's a boat store or something. But they sold a lot of candy. So, we were never to leave school property, and so one day he left school and ran up there and got some candy and then he came back and we had all this candy, and we couldn't explain it. And we couldn't explain where we got it. And our teacher at the time was going to get the answer. And it was like an FBI lineup. And I'm telling you, when we got through talking, everybody was in trouble. So, that's just one of those stories. Another story that I have is – I believe the lady's name that I was trying to remember was Cheatham Taylor.

Shelden: Cheatham Taylor, okay.

Parker: I'm thinking that that's a name that will ring for somebody. Her name is Cheatham Taylor. And she –

Shelden: Was that Frances Cottrell's guardian?

Parker: Right. When she walked in – are we still recording?

Shelden: Yeah.

Parker: When she walked in, you just had to know your answers. I forgot the young guy's name, but he could not answer – she asked him something, and he could not answer the question. And she thought he was being funny. And that was the days when you had the rulers, the wooden rulers with the numbers and the marks imprinted so that you could rub your hand across them and feel them. And how it happened, he was so smart – she hit him across his forehead, and you could see the imprint of the numbers on his forehead. We just simply – she had no problems with anyone else ever. It was just who she was. And I remember that specifically because I had to have been first grade, six or seven, and it scared me so bad, you know, I was traumatized.

Shelden: Talk about making an impression.

Parker: Yeah, talk about making an impression. And it was – just things we didn't think of. Of course, we had outdoor toilets at the time. And so – it's just something we never even thought about. It was so hilarious. But one of those things that scared me to death. So – but I don't have that many stories. Harold and Stafford probably have a bunch of them.

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Shelden: Yeah, I need to – they were my first interview, so I need to – I didn't think to ask that question before.

Parker: When we walked – that was a class that we were very competitive. Very competitive. And everybody was always trying to outdo everybody else. So, it was very, it was very interesting.

Shelden: Thanks very much for your time. Anything else you want to tell?

Parker: It'll come to me.

Shelden: Um, can you tell me, Garfield, whether you know from the research you did about your own family what plantations your family came out of? Did they come out of plantations in this area, and do you know where they were?

Parker: My earliest thing is – are you familiar with the Carter plantation in Westmoreland County.

Shelden: No, not yet.

Parker: A lot of my family came in from Westmoreland County. And of course, William Carter was a large plantation owner there. When he, before he died, his goal was to set all of his slaves free, but he could not do it in Westmoreland County because there was a law against it. He couldn't do it. So he came to Northumberland County to file the paperwork. How that turned out, I don't know – I'm still working on it. As far as farms and plantations that we came out of, I couldn't get very much on that. I couldn't, because there weren't that many plantations in Northumberland at the time. And so, I don't – I can't tell you any of the plantations that I thought they would have come from. Now I did do the genealogy search. I know about the supposedly planned insurrection at Springfield – not Springfield –

Shelden: I don't know the story, so –

Parker: It was – it was supposed to have been a planned insurrection. The plot was to kill, you know, all the owners and all that any way they could, whether it would be glass in their food or blah blah blah. And it was foiled, and I don't have any recollection of anything after that. But it is very interesting. I did a lot of – I go to – when I get a chance, I go to – are you familiar with Juneteenth?

Shelden: Yeah.

Parker: Okay, whenever they do one. They haven't done one in Northumberland, I'm assuming 'cause no one took the initiative. But Lancaster, in Westmoreland they have simply because of the Washington birthplace and Robert E. Lee were all – but especially Washington's birthplace. And the last one they did was last year – they didn't do one this year, but last year they did one, and a lot of people came together. They did different craft stuff and all that, and brought literature – and I love all that literature. All the literature I

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could get, I pick it up. So my library. I don't have this book, but I'm going to pick it up so that I could make sure I have it. Because I love reading that stuff – all of it.

Shelden: I think I picked this up at the gift shop in Jamestown, at the Jamestown Settlement historic site, which is interesting to me. I think that's where we came across it. Thanks again.

[END RECORDING]

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