

Interviewee: Reverend Joseph Haden

Interviewer: Dr. Alyce Miller

Filmed By: Cris Silvent

Interview Date: March 28, 2014

Interview Location: Second Union Rosenwald School, Goochland, Virginia.

Transcribed by: Nicole Kappatos

Transcript—Reverend Joseph Haden

Compiled November 2014 from interview videotape.

Alyce Miller: Well it's March 28, 2014, we're in Second Union School in Goochland County, Virginia, I'm Alyce Miller and I'm here with Reverend Joseph Haden.

Joseph Haden: Okay.

AM: And so if you could give us your full name please.

JH: Joseph Haden Senior.

AM: Do you have a middle name?

JH: No middle name.

**Reverend Joseph Haden**  
**March 28, 2014**

2

AM: Do you have a nickname?

JH: None.

AM: Can you tell us your parents' names?

JH: Charlie Benjamin Haden Senior and Nellie Morris Haden, M-O-R-R-I-S Haden.

AM: Was Morris her maiden name?

JH: Yes it was.

AM: And were they from the area?

JH: My mother's from Louisa my dad is from Goochland. About three miles west of here.

AM: And can you tell us a little bit about them, their occupations, educational levels?

JH: My dad finished fifth grade, my mother finished seventh grade, and he went to private Bunker Hill School in Goochland and my mother went to school in Louisa.

AM: And what were their occupations?

2

JH: My dad was a farmer, fifty-acre farm near Hadensville in Goochland just up the road and my mother was a housekeeper.

AM: Now--

JH: And helped him on the farm of course.

AM: This strikes me so I have to ask it, you said Hadensville, and I know from seeing the spelling of your last name H-A-D-E-N, and the spelling of Hadensville, they are the same so do you know, does that come from your family?

JH: That comes from some of my ancestors who were slaves, great great grandparents who were slaves at Hadensville and got the name Haden.

AM: Okay.

JH: Right. And we own the interstate also [laughs].

AM: Do you have any siblings?

JH: We have four adult children, two sons and two daughters. One of them is in, let's see she's in Waldorf, Maryland, a registered nurse and works in the Washington

**Reverend Joseph Haden**  
**March 28, 2014**

4

Metropolitan area. The other daughter Robin works in Fort Lauderdale, Florida, and she has her own business there as a consultant.

AM: And so these were your children--

JH: And the boys I didn't say much about them. I have a son Joseph Haden Junior and he lives in Albemarle, Maryland, he is one of Haden's Sports and Performance and he is also the manager of his son and my grandson, Joe Haden the third who is a quarterback for the Cleveland Browns N.F.L.

AM: And--

JH: And David is the other son, he is a minister and has his own business also.

AM: What's your wife's name?

JH: Diane Scott Haden, D-I-A-N-E.

AM: And was Scott her maiden name?

JH: Yes it is.

AM: When did you get married?

4

JH: I think we celebrate fifty years of marriage on October the twenty eighth this year.

AM: Congratulations.

JH: Right, right.

AM: Did you have any brothers or sisters growing up?

JH: Five brothers and sister, three sisters, excuse me.

AM: When and where were you born?

JH: I was born in Goochland in May 8, 1942.

AM: And can you tell us a little bit about your neighborhood growing up, what was that like?

JH: Well I grew up on a farm about three miles from Hadensville coming this way towards Fife. And of course there was a lot of work to do, we were taking care of the farm and doing those things that you do on the farm to take care of the cattle and the livestock and providing those needs provided by the different corn, oats and the different wheats and everything you have to have to provide for the livestock. And so we had corn,

oats, wheat and my dad had a fifty-acre farm but he didn't have any machinery so his he used basically horses to farm that fifty-acre farm there. And that farm was land that he bought from the family that joined the other eighty-nine acres that was bought by my grandparents selling eggs and butter to buy their property.

AM: And what were your grandparent's names?

JH: My grandmother was Betty [unintelligible] Haden and my grandfather was Benjamin Haden, yeah.

AM: What types of animals and crops did you grown on-- or did you father grow on his farm?

JH: Basically corn, wheat, barley, oats, no tobacco, and those were the basic products that they grew there. And livestock of course, hogs and cattle, right.

AM: Did he sell a lot of the product?

JH: Yes, he sold the cattle and the livestock, right.

AM: Were there a lot of cattle farmers in the area?

JH: There were quite a few right adjacent to that area.

AM: Okay. Did it seem like in the area where you grew up there were a lot of farmers?

JH: There were a lot of farmers, right.

AM: People of other occupations or pretty much mainly farming?

JH: There were some other occupations and those persons probably worked in the Richmond maybe Charlottesville area, right.

AM: What type of emphasis or value did your parents place on education?

JH: Well, my father thought that farming was the way to go and that education was not seriously, it was important but was not seriously that important. My mother felt that education was important but did not have the money to provide for us to go off to college. And so, but then there was another family member, my aunt, Aunt Berta, Aunt Berta Haden Jackson. But just up the hill here, about a block walk from here from the school up to see her in the morning, and she was the lady who sort of propelled me along and even when I didn't have any money and I worked on the tobacco field next door for fifty cents an hour in 1960, I raised sixty-four dollars and I needed to go off to Virginia Union, and I wanted to go but didn't have the money so the time had come September 12, 1960, and Aunt Berta said, "Well you know, we need to go tomorrow." And I said, well we don't have the money, we'll try to see what we can do to get there. And so we were trying to

borrow the money that morning down in Richmond at Second and Grace, that bank became Wachovia and now it's Wells Fargo, but we didn't get the money there that day because you know you have to do the credit checks and all that but anyway we ended up on the account for Virginia Union and the people that were kind to us and said well we can wait a week and we have the room available and so my Aunt Berta got on the phone and made a call back to someone and I was standing on the steps and she was in the phone booth at that time, the door was open and so I was listening and I heard her say something about Goochland and it was the Bank of Goochland here and she was talking to Mr. Anderson who was the President at that time and he told her he would loan her the five hundred dollars to be at the bank the next morning. And so we got on on a wing and a prayer and so that has propelled along to help a lot of students and to make things work for hundreds of students across the country at this time. We have an educational foundation named after Aunt Berta called Aunt Berta's Kids Education Foundation. And matter of fact I was in Charles City yesterday recruiting students for the Minority Law Research Institute that will be at Southern University in Baton Rouge this summer. It's the fourteenth annual law program and so all that comes about by Aunt Berta and Mrs. Beale, Fannie Beale, who was the principal of this school and I did her eulogy back I think a couple years ago when she passed, it was a **[inaudible]** honor, yeah.

AM: Tell us how Mrs. Beale was a part of this an influence--

JH: Oh that's an interesting question. Mrs. Beale was a marvelous lady, a gracious lady and I came to school in 1949 I believe and Ms. Beale had bought her a brand new forty-



nine Chevrolet. And so that we looking at that car very sharp. But Ms. Beale was an inspiration because she was a no nonsense lady a no nonsense principal but a good principal. She was gracious to her students and wanted them to excel and be the best that they could be and then some and I remember succinctly that she asked me to be in a school closing play. And I was supposed to be Professor Wagonstall and it was just an inspiration. And so she got me this briefcase and I had this briefcase under my arm and I was going along and I don't remember my part but I remember who I was and I remember the briefcase and that kind of thing and that sort of prepared me along to go forth and to go on and of course became a preacher. Went to Virginia Union, went on from Virginia Union to University of Virginia and got my Master's in Elementary Middle and High School Principalship. Went to Richmond Virginia Seminary and got my Master's Divinity and then got my Honorary Doctorate Divinity, but it all started in this two-room school with Ms. Beale and Mr. Burnett. And so I owe a great deal to her and her words of wisdom to me and giving me that opportunity to be in the school closing play as a third grader [laughs], okay.

AM: So, can you tell us then about the schools you attended and if you can remember the grades you attended each of the schools and the years if you remember.

JH: Okay, I went to this school, Second Union Elementary School, Second Union School, I don't think they called it elementary then, but Second Union School, 1949 to probably 1955. And then from 1955 to sixty to Central High School, right. And you want me to tell you about my undergraduate work? I went to Virginia Union 1960 and I had to stop off a

little while but I finished in 1967 with a Bachelor of Arts in History and a undergraduate minor in History of the South and Sociology. And then went to University of Virginia and got a Masters in Elementary Middle and High School Principalship. And those years were 1973 to probably 1975. And my seminary work was at Richmond Virginia Seminary probably around in the around the eighties around 1982 through eighty-five. And then I also came back and taught Old Testament at Richmond Virginia Seminary, right.

AM: Let's start with Second Union. Can you tell us-- walk us through, did you walk to school or did you take the bus?

JH: Oh we took the bus, but when we missed the bus we walked to school [laughs].

AM: About how far was it?

JH: About three miles.

AM: Oh--

JH: And I loved coming to school, it was great.

AM: Why did you love coming to school, what was so great about it?

JH: Well it was just good because I wanted to do something great and I that knew education was the key to getting me on to where I wanted to go. And even though my parents didn't, my mother didn't have the money, and my dad wanted me probably to work on the farm a lot, Aunt Berta was a big catalyst in just encouraging us on and even when we finished high school in 1960 and the class, the senior class was going to New York City and I didn't have the money, it was twenty dollars and sixty cent, I remember very well. And Aunt Berta sorta said well look you're going to help me something around here with the work and I will provide you with the twenty dollars and sixty cents. And a very **[inaudible]** experience came to me back in April of 2010 because on that earlier trip in 1960 we went to Radio City Music Hall and it was just a **[inaudible]** experience to return fifty years later when my grandson was drafted in the N.F.L. at the number number-- first round, seventh pick. And I thought about Aunt Berta and her inspiration and how she'd encouraged me and she'd gotten me through that and fifty years later here I come and my grandson is drafted for the N.F.L. And a lot of people have had a role in those things to make it happen and I was humbly grateful. And I thought about that and Ms. Beale and about Aunt Berta and all the people that helped us to get across that bridge and to get to where we were trying to go to.

AM: You mentioned that at Second Union you knew you wanted to be someone and you knew that education was the way to go and this was elementary school so you were quite young. Do you remember what gave you that idea?

JH: Well, you know you see a briefcase and you think of teachers and people like that and so I thought it was just great and so I just had that thought in mind that it would be great to go into education and get a good education, right. I just felt it was **[inaudible]** it just was unusual for me and it helped me to move on and do a lot of great things, right.

AM: So walk us through your walking into Second Union, give us a sense of the physical space here, the structure, what it looked like.

JH: Well it looks, it didn't look this bright and beautiful with the colors but basically the same structure here and of course in this middle was a curtain that separated the first through third grade was on this side, fourth through seventh was on this side, Ms. Beale was on this side and Mr. Bennett was on this side [signals to the left and then the right]. And we just had some great times, spelling bees, learning, geography, just just really focusing and learning just a great experience. Wasn't uh-- didn't have a lot of the best of books but we had great teachers and personally myself I just had the desire that I wanted to learn all I could learn. And I'm glad I did, right.

AM: What was your favorite subject?

JH: History, right.

AM: Do you remember what it was that made you interested in and love history?

JH: Well, I think the thing that compelled me was some of the situations that were going on in the South and of course the country at that time it was interesting to me and I was trying to get an understanding of how that came about and how that was. And particularly my mother, I remember getting on the bus at Hadensville and I was trying to get the seat that was available at the front and I could not get that seat and she said to me, "Son, come on back to the back, come on back here with me." And I said well it's a good seat here and she said oh no and she said she'll explain it to me later on. Then I go downtown, ninth and broad, Trailway Bus Station and I saw some signs that I couldn't understand and those kind of things so I said, well how is this all going on? So history I wanted to understand the history and that's why I moved in that direction I guess.

AM: So what current events at the time and what was going on as far as racial discrimination?

JH: Well, there was the Emmett Till situation in 1955 and of course I heard that on the radio and I was a young boy then, I think it was in 1955, and I think it was in Mississippi and he had come to Chicago to visit his folk and what happened there. And I remember listening to the radio and it was just puzzling to me, distressing for me you know and I know all that was going on and I didn't understand it. But the interesting thing was that we moved through those things and I began to teach here in Goochland and I taught my first teaching was at Second Union Elementary down the road and Ms. Beale was the principal. So I had the chance to come back to Ms. Beale and be one of her teachers there. And that was a **[inaudible]** experience-- had another thought but I thought I lost

that but I guess we will come back to it but that was an **issue**-- what was your question again?

AM: Just how you were aware at such a young age, it was-- was it your parents, you mentioned listening to the radio, did your teachers also talk to you about the racial discrimination?

JH: Listening to the radio and just seeing and hearing what was going on, that was interesting to me and I said, well I need to do what I can do to help to make that work and so I majored in history and during that particular time we had the sit-ins at Virginia Union, not at Virginia Union but up at fifty—fifteen hundred North Lombardy and of course we participated in the sit-ins and we participated in the sit-in counters at Thalhimers, Monroes, Woolworths, downtown and all of that kind of thing and so I was engaged in those activities to help make things better. But the other thing I was thinking that when I after I had finished school after I had worked here at Second Union, I went to Goochland Elementary taught there and the superintendent decided to, it was in 1970s and we were working on the integration situation and trying to get things more stabilized and he needed someone to be a go-between. And so he said, "Well I think you'd be an ideal person to help us with that in Goochland and be an advisory specialist." And so I got a nice title, Advisory Specialist [laughs], and so he wanted to help him to bridge the gap with those difficult issues like your football team, your cheerleaders, and getting things equal and fair as possible. And so we had quite a few issues and so I was the person that sort of helped to bridge the gap between the community and so that was

an interesting experience also. And I did that for a couple years in Goochland, helped the superintendent with that.

AM: Can you tell us a little bit about what some of the trickiest issues were and how you dealt with them?

JH: [laughs] Well in the other ones that we had some issues, the cheerleading team issue. And so we had to talk about that and recruitment of minority teachers was another situation and I don't know how serious the superintendent and the school division really was about that at the time. But he may not have been real serious but I surely was serious and I said to him I said now my job description calls for me being Advisory Specialist and to help you in your recruitment of teachers. And he said, "Oh no I don't know anything about that." I said, excuse me sir, I said I understand this is what you gave me to go by in the job description, it said to assist in the recruitment of minority teacher and I understand that you need some minority teachers. And he said "Oh no, you won't recruit any here." So I said well that's fine, that's okay, I'll do what you want me to do and so then of course I said minority teachers and what was the-- I think it was another issue too, the cheerleaders, and we talk about that, but anyways we went to minority teachers. I think the community was very, particularly the African American community was very much in arms about that and so they met with him and the N.A.A.C.P. I think, they met with him and they had got word that they had met with him and he called me and said, "Mr. Haden, I think you told me you could help me in recruiting the teachers." And I said, yes sir, what do you need me to do? And he said, "I need an English teacher and I

need a librarian and the high school. Do you know where I can get such teachers from?" I said yes, the Virginia State University and there is Hampton University and there is Virginia Union. And so anyways I made contact and I met the applicants over at 250 in Gum Springs and carried them over to the superintendent's office for the interview. And both of those persons were hired, one lady stayed there for twenty-five years and another stayed probably for more than ten years. But it was some of those kind of those issues-- and do you wish me to speak to the cheerleaders or not? [laughs] The cheerleading incident, of course you know cheerleading is always important in schools in high schools and there was the integration of the high school and of course you had the African American girls who wanted to be cheerleaders and of course you had other girls who wanted to be cheerleaders and of course this was important to parents on both sides and of course the other students, the majority of students, they had the overall more of those students, more the white girls were cheerleaders and there was very few black. And so they had a try out for the cheerleaders and so I went on to the high school to see if their process was done in an orderly and fair way and so I was there and unfortunately some of the parents whose daughters were on the cheerleading team, they were also the persons who were the judges. And so, the African American parents said now they giving the points for their own children. Said you see that, you see what's going on, what you going to do about that, that's not right. And so they came over and they were, they were you know, and so they were saying that's not fair, that's just not right they have never been in [inaudible] those other parents have never been [inaudible] are having their children and then they are going to be the ones who write the points down, that's unfair, that's unfair. Alright, so that stirred up a lot to do. So I had to call, I had to call the superintendent, told



him what was going on and got [inaudible] and all and I said the parents are very upset and I said now we need to do something about that. And he said well, he said if the-- and I said only, I said only, he said no, there were no African American students who were selected as cheerleaders. And I said no African American girls were selected as cheerleaders. And I said that's going to cause an uproar and we need to take care of that before tomorrow because if tomorrow comes it's going to be a difficulty for the school system and we don't want that to happen, I said we should be prepared tomorrow before that happens. And so he said to me, "Well if no black girl was selected, no black girl was selected." And so he said, I said well maybe we could work out something where we could have the two African American girls who scored the highest to be alternates and they rotate those girls and they be a part of the cheerleading and so he said no to that and of course the next day I'm sure he had a big line of parents at his office and of course he called me again and I said to him, he said "Can you come on to my office." I said yes sir, he said, "I had a group of parents up here again this morning." He said, "They want to know about these cheerleaders, what do you think I ought to do?" I said well the same thing I told you yesterday, I said you need to rotate and you need to put some African American girls on there, they're deserving and I'm sure they cheer. I said but they may cheer differently. I said the white girls do they rhythm cheers and the African American girls do soul cheers, I said it makes a little difference. He said, "Oh, I didn't know that!" I said yes sir, it's a little difference but they're all cheerleaders different culture diversity and all. I said we ought to make that work and so I think through the pressure he was, he was convinced he was best that to keep the things going on well to do that. So I went through in that transition of difficult times in Virginia you know and that was not only in

Goochland but across the country here in the South had those issues you know, and so that was very interesting for me.

AM: What years were you in that position?

JH: 1972 and seventy-one and seventy-two I believe, seventy-one and seventy two, okay.

AM: And back to the Second Union when you attended here. Were there any extracurricular activities, any sports teams you could take part in, anything like that?

JH: Oh we had, we had the small boys relay and a lot of those kinds of relay races, May Days, and that kind of thing, you no. But no football, maybe basketball a little bit but not a lot.

AM: Can you tell us a little bit about May Day?

JH: May Day was were you had the parents and the community came to the school to see their sons and daughters participate and be involved and a lot of people from the community who had sons and daughters in the school they would come and sit out in the chairs and they would have sack race, relays, small boys relay, forty-yard dash and all those kind of things. And I participated particularly in the forty-yard dash and the small boys relay and the sack race, I remember, yeah.

AM: What's your most vivid memory other than the play that you've mentioned of attending Second Union?

JH: Well, I think the small setting of being able to be with other young people in the community who were trying to go forth also and to have that opportunity to be with them. And to have teachers like Mr. Burnett, Ms. Beale and Mr. Burnett, right.

AM: You talked some about Mrs. Beale, can you tell us some about Mr. Burnett?

JH: Well Mr. Burnett was a gentleman who came from the West Indies, very sharp, very good teacher, excellent. Knew history, taught history well and was really a graceful gentleman who really taught students to excel and to do extremely well, yeah. And so he was always encouraging also, yeah.

AM: Did he teach you about black history?

JH: Yes, they talked about Booker T. Washington in particular and some of the early historians and that was a part of our lesson. But today went very quickly and for me I couldn't get enough of the learning here, yes.

AM: Have you ever heard the name Rosa Fields when you were growing up?

JH: Yeah, she was a supervisor here in Goochland and she would come in from the central office, dressed real well and sharp and she would come in and things would run everything pretty well for Ms. Fields, come in and say Ms. Fields is coming on tomorrow and so they wanted to make sure [laughs] that the president is coming you know and they wanted to have everything exactly right. So we remember Ms. Fields, I think she was a supervisor of elementary education or something of that nature, yeah.

AM: And as a kid, as a child, what did it feel like she did for you? Her job was?

JH: Well I thought her job was to sort of just to look over schools and make sure everything was going well and I didn't understand it too much at that time but of course later years understand that position and what it is about you know. But I just know she was an important person who was doing something to help the schools to be better, yeah.

AM: When your school needed some type of repair, do you know how that repair happened?

JH: No, I didn't.

AM: Do you remember hearing about parents or other adults in the community going to the school board on behalf of the children asking for educational resources?

JH: No, I don't remember that part of it but I'm sure they did. I remember the buses and that kind of thing were not as good as some of the other buses and the books were not as good. And I was told there were some other books but they was raggedy Dick and Jane and few of the other books, rough books you know, and we had some rough times you know. And but we made it through, didn't have much you see in the school, but what they had they used that extremely well. They were able to make bricks out of straw and you know that kind of situation, make it work. And that was one thing about Mrs. Beale and Mr. Burnett, and I guess the parents probably tried to get more resources, I wasn't aware or I've forgotten it you know, but they were able to take the little that they had and make a lot out of it, yeah. And that was exciting to me, and when it's special when I look back at it.

AM: Can you think of a good example of that?

JH: Oh, well, good example of what now, tell me again.

AM: Of Mr. Burnett, Mrs. Beale, taking the little bit of resources that they had and really making it work for the class.

JH: Well they took those books that they had and well they didn't have copy machines but they passed those books around and they wrote out assignments and put them on sheets and gave those sheets to the students. And so we all would have maybe not the books but at least we have a written copy of what was going on, yeah, yeah.

AM: Do you remember every hearing about the N.A.A.C.P. when you were growing up?

JH: Well I knew about that, I heard about it during the time of Emmett Till I guess, with my first recollection of the N.A.A.C.P. and hearing that word and then of course I knew that the N.A.A.C.P. in more recent years when I became a teacher here and of course I knew their involvement in trying to make things work well for all students in the county, yeah.

AM: When you were a child were you ever kept home to work on the farm, kept home from school?

JH: Hmm, well maybe a couple times but not much. I was in school everyday. If I missed the bus I didn't go back home I came on to the school by walking to school, we got there, always, yes. It was fun to be there, yep. So I guess that's why I became a teacher and an administrator. And I still work with students across the country today you know, and all across the country far west as San Francisco and that kind of thing. We have an educational magazine it's called *Educational Pathways* to highlight the historically black colleges issues unique to African American and Hispanic children. And that has carried me as far out of the country as Johannesburg, South Africa, to help students even there and so all that started over here in this two-room school with Ms. Beale and Mr. Burnett.

AM: During recess do you remember playing with the other kids, what type of things--

JH: Oh we played hide and seek, stop and go, maybe some baseball, but they had a game called dog and rabbits and that kind of thing, and so we had all kinds of games you know. But they were, we made it work, didn't have a lot of equipment and that kind of thing but we had a lot of fun. And recess were not long enough of course but that's always the way it is, you know.

AM: So what was the neighborhood like around Second Union when you were a student here?

JH: Oh, there a few houses that I see that are still here that was here, the one on the corner down from the church here, there's another house back, the Bennett family home, the Bryce family home is still there. A lot of the-- within this area probably several new homes of course have come in this area since then, but the area hasn't changed a whole lot, right.

AM: Do you remember if this school building was used for another purpose other than for school perhaps for medical clinics, for meetings, things of that sort?

JH: I don't recall that, I'm sorry.

AM: Do you remember how long your school year was?

JH: Oh I thought it was from September to May.

AM: Over the summer did they have any types of enrichment programs?

JH: Not to my knowledge. Working on the farm [laughs].

AM: Did you bring your lunch?

JH: Oh yes, brown bag. Oh brown bag and the students would tease you boy if you didn't have real a good lunch in there you know, you had eggs or something, bread, and they would tease you, and you had a hard time you know [laughs]. And so what you did, you put your sandwich down in the bag and pull the bag up to your mouth and sort of ate the sandwich in the bag you know, and that kind of thing you know, but that was, you know, yeah.

AM: Where did you keep your personal belongings during the day?

JH: I think it was under the desk if I can remember. Under those desks like that desk there, you know, put your stuff under the desk. No lockers of course, right.

AM: Now at Central High School, can you tell us a little bit about the types of classes you took at Central?



JH: Oh we had English, math, science, and you had a year of chemistry, biology, government, U.S. history, all those basic core subjects, we had at Central High School.

AM: And your favorite was still--

JH: History, right.

AM: And did you get black history at Central High School?

JH: No, no more than what the teachers integrated into the regular curriculum, right.

AM: The teachers integrated black history into the regular curriculum?

JH: Mr. Clarke did yes, right, right.

AM: Do you remember the types of things he taught you?

JH: Well he taught us at that time I think the *Brown vs. Board of Education of Topeka*, that was a case, a landmark case, he talked about that a lot. And he talked about the struggles of people that were particularly African American, Booker T. Washington and what his impact was, W.E.B. Du Bois and his role and some of those early historians, Harriet Tubman and all those persons, Sojourner Truth and to name a few, right.

AM: Have you heard of Rosenwald School, of that term? When you were a student.

JH: No, no I didn't not know there was a Rosenwald School, but I had heard of Booker T. Washington, but I didn't know his impact on that, you know, right.

AM: You mentioned that your teachers talked to you about Brown, do you remember what the general consensus was about Brown at Central High school amongst your peers and your teachers?

JH: Oh I'm sure they were positive that Brown had wanted the schools to be integrated and that fairness and equity be exhibited in schools throughout the country and they were positive in that regard, I'm sure, yes.

AM: What's your favorite memory or the memory that sticks out the most about Central High School?

JH: Oh my. Mrs. Blanche O'Neil James was Vice Principal and Mr. Pennington was Principal and the thing about them they were just also very positive about students getting the best education, going somewhere, doing something, being somebody, being respectful, being successful, and they pushed that, they pushed that all the time. And I thought that was great and so that was an incentive for me to go on and to also do exceptionally well, and try to do well, right. That's the thing that stood out a great deal about that, about that particular school.

AM: Did any of your classmates return to teach at either, at either school?

JH: Okay, I don't remember any of the other students return to teach in that particular class, 1960.

AM: What type of an impact do you feel that segregated education had on you, your classmates, your teachers?

JH: Well, I think, I think it's sad as it was an as devastating as it was, I think that even in midst of all that, we got an excellent education. Lots of encouragement, lots of strategies that helped us to be successful, we learned good manners, respect, we just learned some of the basic things that helped us to overcome even those negative situation during that particular time, uncomfortable time in our history, yes.

AM: Do you remember in Goochland County, you mentioned seeing it in Richmond, but in Goochland County do you remember seeing any signs--

JH: Don't remember seeing any signs in Goochland

AM: Like that would say "Whites Only," things of that nature?

JH: No I never saw any in Goochland, not in my memory.

AM: What about as far as segregation of public facilities in Goochland?

JH: I don't recall because I didn't go too much too far, I stayed around home. I would go to maybe Richmond once in a while and that was a big affair you know to go to Richmond, you know. But locally in Richmond I heard some comments from some people that were not positive and I do remember some of those but we later became good friends so you know that's life. But all those things pass on you know, yeah, but as far as seeing words that were negative as far as segregation and that kind of thing they may have been there but I don't remember recalling any situations locally, but mine were basically in Richmond, the bus station and that kind of thing and getting on the bus you know and that kind of thing, right.

AM: Do you remember hearing about any Klan activity in Goochland when you were growing up?

JH: No, the only thing I heard was Emmett Till [laughs], yeah.

AM: And was that something that you talked about with your friends, when the Till case-

-

JH: I probably shared it with my mother but I don't remember sharing it with others too much you know. I'm sure we worked on it in history settings as a teacher and that kind of

thing but not a lot talk, people didn't talk too much that around here, everything was sort of quiet.

AM: Why do you think that was?

JH: Pardon me?

AM: Why do you think that was?

JH: Well it could have been because a lot of people were afraid that they may lose their jobs and they may lose their contact with their neighbors. And maybe some of them depended on buying their groceries at the different stores and they had to get credit there and they didn't want Mr. Charlie to double it, allowing them to get credit you know and that kind of thing so you know they were always gracious. They may talk to themselves but they never talk to me. But I'm sure they had their own conversations once they got back home and finished working in the tobacco fields, etcetera, you know. But it was-- but the people they probably had their ideas but they avoided it, they were very gracious to you and worked on farms nearby and they were very gracious to me and had dinner and allowed me to come inside and eat and that kind of thing. In some places the people wouldn't let you come in and eat, you had to go in the back somewhere or in the field or back behind the barn and eat your food, but most of the people around here, they were very gracious people. And I had no problem with them, but I know what was going on but we tried to make the best of it you know and so, it wasn't too bad, but we knew what

was going on and we wanted to be better off than our parents had been you know. So those struggles we knew were going on. And my grandparents had to buy the eighty-nine-acre track and the fifty-acre track of land by selling eggs and butter and so we still have that property, we value it, we have not sold it because we want to keep it going along, you know. But so we value that kind of thing and so we know we had many struggles to buy that property, to take eggs and butter to buy that land, that was what a hundred and some acres of land you know, yeah. So lots of struggles. But basically, people were gracious mostly but long as you stay were you're supposed to stay [laughs] I'm sorry. Yep, yep, long as you stayed were you're supposed to stay you were fine. And people were gracious, we didn't make much money because when I got back from Virginia Union I made fifty cents an hour. I was proud to have that change but then I saved up that sixty-four dollars to go to Virginia Union. But I worked on that, and people did give me a job, so I worked in the tobacco field. They were always nice, always kind to you, so didn't have any trouble there.

AM: You mentioned that people were nice and gracious as long as you stayed in the place they wanted you to stay. Did you feel like this was spoken or unspoken in Goochland County?

JH: Well, I think during my time it was less, it was not as open, so it wasn't really spoken, so it was not spoken as much but you knew it was there, yeah. From the circumstance and the differences of the schools, the size of the schools and the nice buses and your bus was late every week because they broke down two or three times and the

other buses were not. And the other students came by and they holler out the window bad things to you, throw paper things out to window at you while you were waiting to catch the bus. You know and so that was a part of that, part of that era in our history, unpleasant era in our history. But all is well [laughs].

AM: We heard about some perhaps economic boycott activity around the time of integration in Goochland County where some white business owners pulled their children from their schools at the time of integration and African Americans in the community stopped patronizing their stores which caused them some economic problems. Do you remember any of that?

JH: No I don't. I don't know [inaudible]. I wasn't aware of that. Yeah.

AM: Does economic boycott, economic boycotting as a tool, do you remember that being used in Goochland County at all?

JH: No I don't, no.

AM: Do you remember any type of organized civil rights activity in Goochland?

JH: I know the N.A.A.C.P. in Goochland at that time. I know Mr. James Yancy was very strong and they wanted fairness and equity in all of the schools and in hiring policies and hiring of teachers and the just the general overall they wanted the school to be well and

wanted to be equal and equitable to all students. And so they worked, I'm sure they worked tenaciously to bring about a whole lot of that.

AM: Do you remember anything pre *Brown*? Any organized activity for civil rights?

JH: No I don't, right.

AM: Let's see, okay, we just got a few more minutes--

JH: Okay.

AM: Well tell us a little bit about-- you graduated from Virginia Union in 1967 and then you went a few years later to UVA for your Master's in 1973. What was like? Were there many African Americans in your program? How were you treated?

JH: What, University of Virginia?

AM: Mhm.

JH: Oh I, I commuted from Hadensville. And I took that, I went to night school there.

And I was Assistant Principal in Charles City at the Charles City High School at that time and of course when we-- I didn't really notice, I had a great time at University of Virginia. And we had some outstanding teachers there and they did a marvelous job and



just great experience just wonderful experience. I graduated with, I graduated well. Had a good time, enjoyed the school, enjoyed the people. Everything was pretty-- I didn't run into any difficulty there. My brother of course he didn't go to this school but he graduated from med school there and always he was in the eighties, but my brother-in-law was in the seventies and he may have had a little difficulty, but I didn't have any difficulty in the education department, just had some marvelous teachers, great teachers, lots of fun. I enjoyed it, it was just wonderful, great time, I enjoyed that better than Virginia Union, yeah.

AM: Can you tell us about the careers that you were, that you've been involved in?

JH: Careers, okay. Of course education has been one of my main careers. I've been a pastor for fifty years and that has been, this is my fifty fourth year, this October preaching and I started off as a boy preaching in this church next door. And I will be doing the eulogy for my sister there on Sunday. But I started off there, so I would say ministry, education, founder of Aunt Berta's Kids Education Foundation, founder of Aunt Berta's Kids Education Foundation. Also, editor and publisher of *Educational Pathways Magazine* and I would say that's been the gist of my career. Gave me an opportunity, the foundation and the magazine has given me the opportunity to travel all across the country, meet all kinds of students in all parts of the country you know, far north Chicago, **inaudible** Illinois, New York, and the view of the Superintendent of the Chancellor of Education I think of New York City public schools, Superintendent of San Francisco Public Schools, Santa Fe, New Mexico, Superintendent of schools and El Paso,

America's High School in El Paso, Texas. Houston, Texas, interviewed the Superintendent of, let's see that was the, Houston independent school district. Had the opportunity to interview Secretary of Education, Rodd Page, when he was Superintendent of Houston Independent School District. Went down to see him and he was a very gracious man. He of course we interviewed him. He purchased three ads for his for the Houston Independent School District for *Educational Pathways*. I went back to see him, he told me to call him, he was-- it may be possible that he becoming Secretary of Education and we go to Washington give him a call. I went to Washington and interviewed him for a feature story in *Educational Pathways* magazine. So that magazine has taken me lots of place, met lots of people, you know. And then I went to Johannesburg, South Africa, with a group to carry *Educational Pathways* magazine to the people of Johannesburg area. I did not meet President Mandela, but we did see his home, I think he was, he didn't come out that day, but we met his nephew and several persons there and so they got me there by way of let's see a group from Mississippi asked me to come in and cover this story. And so I got a chance to go and to highlight *Educational Pathways* magazine. I met Ms. Winfrey over there, she was next door to our hotel, you know she has a school over there and they say she wasn't there in the hotel but we waited for two hours and guess who came out [laughs]. And I got a chance to get her autograph and that kind of thing and to talk with her, yeah. So we had a chance to go a lot of places from this school here to across the world, you know. So we owe a lot to the people of Goochland County, all the people in Goochland County, particularly Ms. Beale, Mr. Burnett, and the citizens here for the education we got. It wasn't the best facilities but it was just so amazing that potbelly stove, but wood in the stove, not the best of finery but it

**Reverend Joseph Haden**  
**March 28, 2014**

35

gave us a solid genuine great education. And so we try to instill that into students, hundreds of students across the country that I've had the opportunity to get into colleges to work with and it's just been an inspiring period in my life as an educator and a person.

AM: Well thank you, I think that's a good note to end on.

End of Interview.

Nicole Kappatos

November 22, 2014

35