

An Interview with Theron & Naomi Goynes

An Oral History Conducted by Claytee White

African Americans in Las Vegas:
A Collaborative Oral History Project

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The transcript received minimal editing that includes the elimination of fragments, false starts, and repetitions in order to enhance the reader's understanding of the material. All measures have been taken to preserve the style and language of the narrator. In several cases photographic sources accompany the individual interviews.

The following interview is part of a series of interviews conducted under the auspices of the *African Americans in Las Vegas: A Collaborative Oral History Project*.

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Interview with Naomi & Theron Goynes

June 28 & July 12, 2012 in Las Vegas, Nevada
Conducted by Claytee White

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Preface

Theron and Naomi Goynes' paths crossed in Nashville, Arkansas where they both were young teachers 1956. Theron was a native of Texarkana, Texas and had recently been discharged from the United States Air Force. Naomi, a minister's daughter from Memphis, Tennessee, had just graduated from college. By 1958 they were married, living in Los Angeles and soon accepted positions with the Department of Interior Bureau of Indian Affairs to teach the Navajo Reservation in Arizona.

They both signed teaching contracts in 1964 with Clark County School District and moved to Las Vegas with their young children. They have resided in North Las Vegas ever since on Veronica Street, aka "Teachers Row."

Mr. Goynes is a retired elementary school principal and remembers being "told" of his new school assignment during desegregation. He is also a former North Las Vegas City Councilman and Mayor Pro Tempore. Mrs. Goynes is also an inspirational educator who successfully influenced the CCSD to implement DISTAR reading, language and mathematics.

An elementary school has been named for Theron and Naomi Goynes and a North Las Vegas park is a Theron H. Goynes namesake.

SESSION ONE

This is Claytee White. It is June 28th, 2012. I'm in the home of two great educators here in the Las Vegas area. I'm going to have them give me their names and to spell them.

So Naomi, could you go first.

I am Naomi Goynes. And I spell my name capital N-A-O-M-I, middle initial is D, last name Goynes, capital G-O-Y-N-E-S.

Thank you.

Mr. Goynes.

Theron, capital T-H-E-R-O-N, Theron, middle initial H, last name is Goynes, G-O-Y-N-E-S.

Thank you so much. So how are you doing today?

Very good.

Oh, I'm doing great.

And I heard that you were out for a long walk that you go on every day.

Yes. I do my three-mile diabetic walk every morning with the exception of Saturdays and Sundays.

Fabulous. Great. So I want to start by learning about your early life, so either one of you first. I'd like to know where you grew up, your sisters and brothers, their names, what your parents did for a living, those kinds of things.

Well, I am Naomi Goynes and I am the daughter of Dr. Reverend Wilson Samuel Jackson and Eva Jackson. My daddy was a minister. He's a writer. He's an author. And my mother was there as a backup for him, keeping him really ready to go and do the things that he needed to do. I was born in Memphis, Tennessee. To this union, there are five children. We all worked hard because we had no choice. One daughter would always go with my daddy when he would go to

deliver sermons and she would sing. And I was the one that would always get on the typewriter and type. He would give me whatever he wanted and I would just get on the typewriter and just type, type, type. I have two sisters. There's five of us. My oldest sister was a beautician. My brother was a businessman. The third sister is a beautician. I'm an educator and my baby sister is an educator. We would do a lot of work. We had to work. We had no choice.

What kind of work did you do as a child, growing up?

Well, when I was a child first thing we always had to do was work at home. I don't know if you remember way back there when we were children we had hardwood floors we would call them and we used to have to get that Johnson wax and wax those floors, shine those floors, and always help our mother. I was very good at cooking and ironing. I used to help her wash clothes and iron my daddy's clothes.

Then when I got to be a teenager, I wanted to work outside the home. At first, during that time we were picking cotton, some people were. But my daddy told us, "You don't have to pick cotton; it's good to do that, but you do something else." So I decided to work for one of the professors at one of the universities. I used to work—they called it maid work at that time. I used to clean up. And then I got another job at a lady's house I used to clean up. So one day when the lady came home she wasn't satisfied with the way her stove was, so she wanted me to redo it. I told her, I said, Well, you need to be careful and wipe behind yourself because I'm not here just to clean your house. And at that time I knew I wanted my education because I didn't want to end up cleaning stoves all the time. But it's okay if that's what you want to do, but I didn't want to do that. So our parents instilled in us that you must get an education. My daddy always told me, he said, "An education is better than silver and gold; silver and gold will rust, but an education will never decay."

So where did you go to college?

I went to college—at that time it was AM&N College in Pine Bluff, Arkansas; now it's the University of Arkansas in Pine Bluff. So I finished college with a degree in home economics, a minor in chemistry. After I got my degree I went back home and I said, I've got to find a job. So I went back to my school, which is at that time AM&N, and I served as a dietician there. I planned all the meals for the summer schools. So while I was there working, supervising the counter, a young man came through because they had a workshop there for teachers. And so I started talking to him. And he says, "You know one thing?" I was Ms. Jackson then. He said, "Ms. Jackson, we need a home economics teacher in Nashville, Arkansas." So I said okay. I went home, told my mom and I applied for the position and I was hired in Nashville, Arkansas, as a home economics teacher.

Where is Nashville, Arkansas? Where is that? What part of the state?

It's about seventy miles from Texarkana. Yes, in that area close to Texarkana, Texas. But it's Nashville, Arkansas. Don't too many people know about it.

Really.

Have you ever heard of Hope, Arkansas?

Isn't that where—Hope? Yes, of course.

It's in the northeastern part.

Northeast?

Well, great. So have you ever heard of Fordyce?

Yes, I have. I've heard of Fordyce. In fact, there's a Fordyce Club here in Las Vegas. But I'm not a member of the Fordyce Club.

Okay. I just wanted to know if you've heard of it.

Yes, I've heard of Fordyce, Arkansas.

So let's stop right there with your college education and that first job and let's go to Mr. Goynes and have him do the same thing. If you can tell me about your early life and where you grew up and what that was like.

Well, my early life started August the 20th, 1929. I was born and raised in Texarkana, Texas. I attended school at Dunbar High School in Texarkana, Texas. I graduated from Dunbar High School in 1947, June 1947. After graduation I went straight to college. But prior to that, growing up in this area, I was a student at Sunset Elementary School. That's in the community which I grew up in; it's called Sunset. I went on to Dunbar High School where I graduated.

During my years of schooling I worked as, well, you might call it now as a handyman starting in the sixth grade and going all the way through high school. Along the way I followed somewhat in the footsteps of my father, who was a home-schooled technician. His job title was painter and interior decorator, as he did jobs of painting in commercial banks, like the bank, Texarkana National Bank, and the individual houses. The only thing he didn't get during those years—and there was a reason for that—was his contractor's license. He had to work as a licensed contractor at that particular time because of the segregation pattern in employment and business license owners and this type thing. So he had the skills to pursue those types of jobs as a contractor, but he did not. It's not that he didn't qualify; it's just there was the segregation territory where he couldn't get his contractor's license. Sometimes we'd work alongside him. I was the second of five brothers. We more or less followed in Dad's footsteps and did lawn work. We had the skills to do that semi-professional-type jobs, but we just couldn't get them because of the territory and the pattern of separate but equal at that particular time.

As I stated, prior to graduating from high school my first attempt was to go into the

military. And my father said no, not yet. He used the term “you're still green behind the ears” and you're going to college.

My mother was a domestic worker during my high school years, part-time domestic worker in the other folks' kitchens and bedrooms and things. She graduated from there into a semi-professional job, as she was the cashier of the black theater in our hometown, in Texarkana, Texas. She sold tickets and sort of was deputy manager of the Palace Theater in Texarkana, Texas. Then my cousin was the manager.

So was the Palace Theater a black theater or white?

Yes, black theater, predominately black all the time. That was the height of her employment because she stayed there I guess ten, 12 years.

Great. Where did you go to college?

I went to Prairie View A&M University, Prairie View, Texas. I got a bachelor's degree, Bachelor of Arts degree in business administration from Prairie View. After graduation and prior to attending Prairie View, I was involved in the ROTC program. Upon graduating from Prairie View with a degree in business administration, and I had four years of training in the ROTC, reserve officer's training corps, you go through the whole program, ROTC, you get a commission in the army, if you graduate, second lieutenant in the army. I did the four years—two years rather. I did the four year-program, but went to two-year advanced training in order to get commissioned. But I resigned my commission because the war was on then and I didn't want to go into infantry. You could only get your officer's orders in infantry. That's when I made the choice to go to Prairie View, along with my daddy's insistence. After graduating from Prairie View, I turned down my commission. I resigned; I didn't turn it down. I resigned it because I didn't want to go in any infantry.

And they didn't draft you?

No. No, I wasn't drafted.

So this was in the forties?

Yes. It was in 1942.

So wow, I'm surprised.

After I graduated I applied for the pilot training in the Air Force. In fact, I volunteered for the Air Force. There were some concerns about it from the P of MS&T, Professor of Military Science and Tactics, at Prairie View. He saved me because they wanted to know why I didn't accept my infantry commission. And I said I wanted to go Air Force. He said okay and he talked to me about getting into the Air Force. I said, well, that's good. So I did a year of officer candidate training in the United States Air Force and got commissioned and was first lieutenant in the Air Force.

So did you know anything about the Tuskegee airmen at the time?

No, no more than what we were taught. But we didn't have air ROTC at Prairie View, only army ROTC. But I did get into pilot training and got washed, as we call it. I washed out of pilot training on deficiencies in training. I just couldn't get that craft off the ground and landed without my stomach coming up into my chest. And we called it I took a wash and kept my commission, took a wash and went on to another phase of training, navigation school. And I come out of there as a navigator, still flying, but not with the instruments, but doing the navigation, guiding the plane and this type thing. So I did five years in the Air Force. I did four years and then I re-upped for that second hitch, as we call it. After I did my five-year pilot training—well, we still called it pilot training—I got out.

It got a little boring and my mother during that time—my father passed away during the

night of my high school graduation. So that was a spark for me to go on to college and go on back. So after I got out of the military, my mother and my aunt—my aunt was the president of the PTA in Texarkana, Texas, which was a branch of the Texas High Public School, white. But I was in Dunbar High, which was all black. My aunt was saying, why don't you go into teaching? I said oh, no, no, no, no. This is after my hitch in the Air Force. I said, nah, huh-uh; I'm going to go back into the service. She goes, oh, no. And my mother said no, no, no, no. My mother was just a high school graduate. All she wanted for me was to find a job that I would like to do because I was grown then and there wasn't no staying at home and she didn't want me out there (running with my partners) by myself. So find you a job. So I put out the scouts. My aunt, Ann Jonesons, was saying, hey, you want me to seek presidents of PTA and this type thing? And I'll put some scouts out for you to do teaching. I was like no way, huh-uh, no way. So with all the insistence that she had going, along with my mother's backing, she put out the scouts and found me a job teaching in a little place called Nashville, Arkansas.

Okay. This is beginning to sound familiar.

Yes. This was sort of a—what do you call that when you've got family people looking out for you?

Well, here we call it juice.

Well, juice, yes, juice. Another distant relative, he was superintendent. Patterson was superintendent of that school district and he knew all the openings in the colored schools. So he told me he could hook me up anytime I got ready. I said, oh, no, I don't want it. He said, well, we've got an opening in Nashville, Arkansas; we need a math teacher there. I said, okay; I'll take that. Everybody is pushing for me. I didn't have an interview or anything. Just come on, it's open. And the first thing I did was to do like I was trained to do, get neat in appearance and

go up there in a suit and tie the first day. I've already been hired, just wasn't no contract signed or anything like that. Just go up there and meet the superintendent and meet the faculty and we'll see if we can find you somebody to rent you a room there. Okay.

The day that I walked upon the campus, there was a young lady standing there that was very wide-eyed and had a brilliant smile and I said, Here come my luck; must be my lucky day. Instead of looking at the rooms and the school grounds there, I stayed focused on that bubbling brown sugar that I saw. I said, Hey, lookie here; this may not be too bad after all. And the town is about as big as this community and country as a bale of alfalfa. But I looked around and, okay, I said, now where am I going to stay? In the meantime, we did the introduction type thing on the campus. Fortunately, she was the first one. "I'm Ms. Jackson." I said, "It's my pleasure to meet you, Dear." She said, "Well, my name ain't Dear; I told you my name is Ms. Jackson." I said, "Very good." I said, "Make no mistake about it, my name is Theron H Goynes." She said, "Well, it's so nice to meet you, Mr. Theron." I said, "Excuse me, honey, my name is Theron H Goynes, Mr. Goynes, not Mr. Theron." "Okay." We got introduced and he showed us around the campus. At that time we had become very close, so they showed us around, not one single, around the campus. I said okay, real nice.

Mr. Patterson was the superintendent of the school district and naturally he knew everybody. He knew this lady and her husband that their kids were deceased or gone, what have you, I never knew, and she had a pretty large house. She was willing to rent me a room there. So very good. So I got my housing squared away right there and I got my assignment.

So how large is Nashville?

I would think at that time it might have been 12 or 1400 people.

And today it's about the same?

I think it might be 2500 or 3,000 people there now, still small scale, one theater, two grocery stores, one of them is a street supermarket.

Whenever you want to join in, you may.

It's just a small town. Well, it's a country town.

What are the crops in that area? Do either of you remember?

Peaches.

Oh, really?

You had quite a few citrus—peaches, plums and maybe one or two orange trees in that area.

Farming was the basic industry there, farming and a few cattle. Two or three hogs were raised there. It was just a typical country town, country small town.

So are we talking about cotton?

On the outskirts you might have a few cotton fields. You were close to an industrial area.

Actually, you were close to my hometown, Texarkana, which had an army ordinance, defense plants there, which provided employment for the residents as far away from Texarkana—not far away, because Texarkana was about a twenty-minute drive to Nashville, which made it very, very convenient for both of us.

Wonderful.

I think you left out an important part of meeting me at Nashville, Arkansas.

Why don't you tell me?

Okay. The minute he walked on campus, like he said, he saw me and he kept eyeing me. That same evening we had a party, a get-together for the faculty. So I lived about four blocks from him because I was there before he got there. We talked that day, but we didn't talk about the entertainment that night or meeting and greeting. So I always made my own clothes. I had

made this blue taffeta dress with the chiffon pink to go on it. I was dressed, getting ready to go to the faculty meeting, that's what I called it, getting ready to go there. I didn't have a car and he didn't have a car. So at my house the doorbell rings. So I'm saying, Now, why is my doorbell ringing? And when I opened the door it was Mr. Goynes and he said, "Ms. Jackson, are you going to the get-together tonight?" I said, "Yes, I am." He said, "Well, I just came to walk you over there." So I went with him.

I love it.

And we started talking and talking and we were getting together. So the next day—Nashville was such a small town, when you picked up the telephone you could hear other people's conversations.

Party line.

Yes. So I was hearing these people saying, "Did you meet the new math teacher?" She said, "Oh, he's handsome. He's so sharp." She said, "But he came to the party with Ms. Jackson," and said that we want to meet him, too. And so they started this going.

I was the home economics teacher. I had one student in my class—I think she kind of liked Mr. Goynes. So she would say, "Ms. Jackson, you know Mr. Goynes?" I said, "Yes, I do." So, in other words, she was trying to say that she was looking at him, too. I said, "No, he's a teacher; you're a student."

So at that time I would listen to the telephone and one little girl, she says, "Mommy, you need to meet Mr. Goynes because he's single." She says, "Okay, I'll bake him a pie." She got her mother to bake Mr. Goynes a pie, brought the pie to him. You know, I'm the home economics teacher. I told Mr. Goynes, I said, "Let me tell you something; I'll bake your pies." So he stopped accepting the pies.

It was another thing when we would go to church. They were trying to find him a girlfriend. That's what they were trying to do. When he went to church the ladies there at church had picked the organist for him, saying I'm going to introduce Mr. Goynes to our organist. So he met the organist and all this. I didn't say anything. Wasn't my business. But anyway, we kept talking. He decided one time that he was going home that weekend. I went home and met his mother. He went and met my family in Little Rock, Arkansas.

How quickly did all that take place?

It happened kind of quick because at first—well, when I left school I had a boyfriend when I graduated and went to Nashville.

You had a boyfriend back home?

No. He was in Blevins, Arkansas. We had finished college together, so that was my friend. So I started going home with him, taking him home. I'd go home with him. So my mother would say, "You know one thing?" I always let her meet my friends. She said, "Out of all the friends I've met, I like that Theron Goynes." She said, "He's going to be something one of these days." They were country as a bale of alfalfa.

So we kept going home with each other. One time we went home, the guys there said, "Don't bring him here anymore."

One weekend he was going home and I didn't go with him that weekend. Because when we would go home we'd go to our football games at our college, homecoming, and we would dress. We'd have on our hats and our purses and all our shoes. So I went to shop for myself because homecoming was coming up. So he went to Texarkana that weekend, but I didn't go with him. We all shopped at Dillard's. We thought that was an exclusive store. I said, Okay, well, you go on and I'll see you when you get back.

Nashville had a Dillard's?

No. We would go to Texarkana to shop. Yes, I would go to Texarkana, his hometown.

Oh, because it was so close. I see.

Right. Nashville was close to Texarkana. So I said, well, this weekend I'm going to go to shop. I won't be there with him, but I was going to shop. So when I went to Dillard's, you see, he didn't know I was coming to shop. So when I was in Dillard's he was there with his girlfriend. She had come to see him from Florida.

How did you know not to go home with him that weekend? Was it his idea?

Well, he didn't invite me; it was his idea. I wasn't invited that weekend. He said, "I'm going to run on home quick." I said, okay. He didn't say come go with me, so I didn't impose either because I was thinking about shopping, you see. When I got in Dillard's to shop, who was in there shopping, too? He and the girl from Florida. I didn't say a word. I said, "Hello, Mr. Goynes," and I just went on and did what I had to do and he was shopping with his girlfriend. And then after I finished shopping, I was on my way to get in the car to go back to Nashville.

But Mr. Goynes came to my car and he was trying to explain things. I said, "Well, that's all right, that's okay, she came to see you, so you enjoy yourself and I'm gone." So I understand she went back home with him and told his mother what had happened. When I looked up—no. You followed me. He followed me because I was getting ready to go. I don't know what happened to the girl. But I understand she went back to his mother's house. I said to myself, Oh, I know I have him now. He walked off and left that girl and came to my car. But I still didn't take him back to Nashville. He stayed in Texarkana because that was rude. So when he got back to Nashville, oh, my goodness, he kept explaining. I said, "Well, that's okay, your friend came to see you and that's great, that's great." But, honey, since that time, every time I

look up there's Mr. Goynes.

But then I would go home and my mother said that he would make you a nice husband out of all the other guys because one of my friends, his mother was teacher at AM&N where I went to college. She just thought so much of me. I decorated her house. I did everything. But the bottom line, he told me one time—he would talk more stuff—he said, “I’ll have you thinking the moon is yellow cheese.”

That was rapping before rappers.

Yes, yes. After we decided he says that if you’ll be sweet to me, I’ll be sweet to you. And we ended up—let me see. He came home—you gave me my ring in Nashville I think.

Which year?

1957. He came through. He was tired of Nashville, Arkansas. Well, he went home. That’s what he did. He was tired of Nashville; he wanted to move on. He had a brother in Los Angeles and he kept telling him, “Come to Los Angeles, man, come to Los Angeles.” So he decided that he was going to stop through Nashville, Arkansas to see me before going to California and that’s when he was on the couch and he pulled this beautiful blue box out and asked me would I accept it, to be engaged to him. So I did.

So did you go to Los Angeles with him?

No, I didn’t go with him.

At that trip.

At that trip. See, I stayed a year after he left Nashville. I think it was in 1957 he left Nashville. I stayed there and taught another year. But he told me, he said, “Whatever you do, respect my ring, respect my ring.”

And did you tell him the same thing?

I sure did. But at that time, you know, you get kind of foggy because you don't know what to do. So I had to decide whether I was really going to keep that ring or whether I was going to go with my other friend. So I told him that it's over; I'm going with him. So we moved to Los Angeles in 1958.

So where did you get married?

We got married in Pasadena, California.

Oh, so you went to—okay.

Well, we lived in Los Angeles, but we got married in Pasadena.

But Pasadena is right down the street.

Right, right.

So did family come out to the wedding in Pasadena?

No. We just had friends that were there because he had friends there and we got married.

Wonderful. So Mr. Goynes, tell me about that first year in California. What kind of work were you able to find?

My first job in Los Angeles, I was working as a substitute teacher in Los Padrinos.

What is the name of the program, Lost for Dreams?

No. The name of the school is Los Padrinos. It was out in Los Padrinos, California, just a suburb of Los Angeles.

So is it one of the valleys?

Yes. Special schools in L.A. County, special school for boys. I taught there for about a year. I was working there because I was a sub and then at the same time I was working as a cab driver. I drove a Yellow Cab. If I only had stock in the Bell system because I was calling every other day and supposed to be working and I'm talking on the telephone and she was doing the same

thing. And, *Where were you last night?* I said, “I was at work down at the post office.”

So you worked at the post office as well?

Yes, at the terminal annex in downtown L.A. Two jobs and I was putting my little coins together. My brother was telling me, you don't have to do all that, man, you're going to burn yourself out. I said, well, I'm going to need it, so I'm going to keep working. He said when is she coming, when is she coming out? I told her you better hurry up and get here because these streets in L.A. are getting awful good. You better get on out here, girl.

So what was Los Angeles like in 1957-58?

Oh, it was booming, blossoming.

So what area did you live? Did you live out by the school or in the city?

I lived in the city.

120 East 75th Street.

I lived in East L.A. right off of Slauson, 120 East 75th Street, right off of Slauson and Main Street. I had a two-bedroom house. That's when I kept telling her, hey, it's awful lonesome out here by myself. My brother—this is my oldest brother—he's telling her when he'd talk to her, “I got my eyes on him; I got my eyes on him.”

Now, at that time—and either one of you can answer this—at one time down on Central and some of those other streets—it doesn't sound like it's that far from where you lived—there was a lot of entertainment, black theaters, black entertainment with live entertainment. Do you remember any of that? Was it still going on at that time?

Yes. At 54th and Slauson, that club upstairs. What do you call that? I can't remember the name of it. But they had the Cotton Club over on Central Avenue.

Okay. That's what I'm talking about.

Cotton Club. There were several other little clubs I can't recall their names at this particular time. But there was a lot going on and if you wanted to just get in the streets then and it was a Saturday night affair-type thing. Friday evening after work you could be entertained until Sunday night in time to get enough rest to go to work Monday morning. And I was sort of heavily involved in sports then because I used to like to make the Rams football games and the L.A. Dodgers baseball games. There were a couple of clubs, hometown clubs, like they had the Dallas club there. Texarkana wasn't big enough to entertain. There wasn't enough people to make a Texarkana club. So we'd always be involved with the Dallas, Dallas, Texas, Dallas/L.A. club. But entertainment was always variety for home parties and this type thing. Like I used to tell her, you know, you're pretty safe because I knew everybody in the Texarkana Club. So I said we are not going to let it get wild out here. We're particular about who he cat around with. But Naomi, no. Don't come here trying to hit on me, boy; I lived on cap street right next to I call Ms. Willie Mae Goynes' daughter. And her mother gave her a good dressing down before she left coming out there. She said, *Now, send me that marriage certificate* and what have you.

Right away.

Right away.

So how long were you there before you got married?

We were planning no more than a week.

Oh, my god.

Oh, yes. We had to do that. Oh, yes. Mother says, oh, no, no, you have to do that. And then when I left Nashville, I stayed with his friend a week. I couldn't stay in his house until we got married. So we did that. We got married July the 31st, 1958.

So did you get a fulltime job quickly?

Oh, he was employed when I got there.

I know you were working as a substitute and you were working at the post office and with Yellow Cab. So when did you get that first full-time, permanent, stable job?

You had a fulltime job at the post office.

Okay, good. And what kind of work did you get when you got there in '58?

When I got there in '58, I did not work. I was just a housekeeper. When I got there my husband had this immaculate two-bedroom house. One thing he told me, "Don't come here messing up my house." He had everything in order. It was clean. So I really went there and kept things in order. But I didn't work because after I was there a year I became pregnant with our first baby. So I just had to do all that, just take care of that.

And your first daughter's name is?

Our first daughter is Kimberly.

Kimberly was born in '59?

Yes. Kimberly Lynee Goynes, L-Y-N-E-E, Kimberly.

And she had really a good support team there. Number one was my landlord, a little Jewish man. He owned the house and he lived right next to it. He would say, "She is such a beautiful wife, a beautiful wife, oh, she is beautiful." He entertained her every day when she'd go out to get the newspaper, talk to her until I get home. Mrs. Levy, his wife, "Oh, she's such a beautiful girl." And then my brother, he'd go, "Naomi, I'll take care of him; he'll be all right; and if you want anything, just call me, just call me." I said, "Man, you just take care of your house; I'll take care of my house." Then all my friends. Little Leanna Stroy mile and we called her Scraps, she was from my hometown. And she said, "If Naomi gets lonesome, I'll come over there or you can come out to Pasadena and stay with me, but, hey, Theron's going to be all right. Theron's

going to be all right. And if he gets out of line..."

And I said, "Listen, if you come out here, I'm not going to sit back here and listen to all that. I'm going to send you back to Little Rock. You can go back there and stay until I can make up my mind whether I'm coming back there or not." And my brother provided me with a car, the first car I had. I said, okay, all right. I said, "Hey, man, we're full grown, we're married, we're full grown and we're expecting our first child." Boy, everybody in Los Angeles knew it. Hurry up and get that baby here, I tell you.

And then my next support system was a very good friend of mine Al King. We worked at the post office together, me and Al King and Smitty. Boy, they just couldn't believe. You mean you got a hook in this brother's nose? You got the hook in his nose. He can't work now. I said you're right.

And remember one of your friends told you, he said, "Man, what's wrong with you? All these fine ladies in Los Angeles and you're still talking about that one in Arkansas." I'd say, "Oh, well."

Isn't that great? That is wonderful. This is like those novels we read. Oh, yes, that's great.

Yes. Yes.

But it was a good experience I tell you because we had planned everything together. I told her up front, I said, "Now, I have applied for jobs with the U.S. Department of Interior Bureau of Indian Affairs." And that was teaching on a Navajo Indian Reservation. Oh, I guess about six months after we were married. Was it that long?

No. We stayed in Los Angeles two years. Sometime in '59, 1959 he received a call and they wanted him to come teach school in Kayenta, Arizona.

So now, this is after Kimberly was born?

After Kimberly was born and even after Byron was born because Byron was born in 1960 and he was two months old when his daddy decided to go to Arizona. We had two kids right then. One kid, Kim was born July the Fourth, 1958.

So her birthday is next week, huh?

Uh-huh. And Byron was born July the 12th, 1960. See, that was real quick. But anyway, he decided that he wanted to accept the job to go to Kayenta, Arizona to teach school. So we decided yes, go. He left us in Los Angeles and he went to Kayenta to accept the job. He said, well, after I get situated, get a house and all, I'll come back and get you all. So that's what happened. We lived in the government houses.

So did you live on the reservation?

Yes.

Describe the government houses to me.

Navajo Reservation. The houses were new. We had a three-bedroom house. It was very nice. Thirty-two—how much a month? Thirty-two something a month, \$32 and something a month. So we lived on Navajo Indian Reservation, right there on the reservation.

So how did the Indians live at the time? What kind of housing?

Some was back to the tribal housing.

The hogans.

So the hogans are like a dome?

Dome, yes.

Dome, mudded up.

Like adobe?

Uh-huh, adobe. Then the other parts lived in houses.

Some of them had government houses like we did, too.

The school was right there on the reservation, some of the schools in the community, and they had the government houses there because most of those Indians were employed by the Bureau of Indian Affairs.

How do you spell Kayenta?

K-A-Y-E-N-T-A, Kayenta, Arizona.

Thank you. How long did you do that?

We taught school—I taught school also after I went to the reservation. Although I had the baby I taught school. We stayed there four years.

So did you teach chemistry or home economics?

No. I taught kindergarten. They called it kindergarten. So I taught kindergarten for four years.

So Mr. Goynes, were you teaching math or were you teaching all subjects?

I was teaching math and English. English involved reading. So math, English, reading and PE.

That's exciting.

It was.

Coaching, basketball coaching, football coaching.

So now, we're talking about the sixties when there is civil unrest with the civil rights movement in the South and all of that. What is it like in Arizona on an Indian reservation?

Well, We weren't involved in any of that because our kids went to the BIA school, Bureau of Indian Affairs School. It was a boarding school, Kayenta boarding school.

It was a boarding school.

A boarding school, yes. We recruited the Navajo students from the outlying areas. We had dormitories there for them and everything in grades kindergarten through sixth grade. And now, we had the BIA schools also for employees' kids, grades kindergarten through 12th grade. It was very small. Most of those kids attended there were bussed in.

We would call them public schools.

Well, it's public schools, yes. In the Indian public school they were bussed in from outlying communities.

Was Kimberly old enough to go to school at some point while you were there?

No.

Okay. But other employees' kids went to the regular public school?

Public school, yes.

Which was still on the reservation?

Yes.

Why didn't everybody go to school together?

I think it's because of an English barrier where the students that we had spoken Navajo. We spoke English. We couldn't speak Navajo, but we taught the kids. So that's what we had to do. So I think just the environment where at some of the other schools most of the kids spoke English.

So the school for the Navajo students, was that one of the schools at the time when you were trying to—I don't know what the word should be. Were you trying to teach the Navajos to be more American; to lose some of those Navajo ways and become more American?

We didn't really want them to lose their ways, but we wanted them to speak English and kind of,

like you said, American, so that if they decided to come here to get a job, they need to learn how to speak English and we taught them a lot of English. We didn't concentrate on Navajo, on their language. It was more English.

And no concentration on culture?

No. We didn't try to change them.

We didn't try to change their culture.

Indoctrinate them.

No. But like my husband used to go out in the hogans and they would have to get some of the students and bring them to Kayenta so that we could teach them because a lot of the kids were there and they were not getting an education. So they would have to go out, get the kids, bring them to Kayenta, teach the kids how to shower and how to de-lice their hair. It was just beautiful. When I was a kindergarten teacher, some of the kids didn't even know how to use butter. So we had to teach them everything and it was a learning experience. That was one of the best teaching experiences of my life.

We had what they called border town schools, too. We would recruit the Navajo kids and take them back into Flagstaff or as far away as Albuquerque, New Mexico, Farmington, and take them into border town schools and they would be housed in dormitories. Quite a few of them would finish high school there.

So after the sixth grade, you would take them to border town schools?

Yes, take them to border town schools. See, we bordered New Mexico and Arizona. Some were from as far away as Utah. We'd go get them during the holiday. It's just like going to college, actually. They would come home. Some of them succeeded there and some of them did not because their culture would change. In some state areas we had problems with the kids

getting turned on to alcohol. That was one of their weaknesses, getting into the alcohol, and then runaways, runaways in the border town schools trying to get back to the reservation in order to get back into their way of life. For the most part, we played a major role in that along with the academics. As we would say, we saved a lot of them. We saved a lot of them. It was quite interesting.

That's wonderful. So what did that experience mean to you later on in life as you began to do other things?

Well, it gave me a feeling of achievement as far as converting that type of living in helping these kids in growing up and becoming adults what to expect when they go out on their own, as we use that term on their own, become just plain good old USA or Arizona citizens or New Mexico citizens. After you reset the age, after graduating from high school—you're getting through high school with the ideals that you've learned there in that Americanized school. So you can always go back to the reservation, but you're going back to say, hey, there's another life outside of this. Now, if you want to stay here, you look at what mom and dad have accomplished. If you want to go through that after high school, that's left up to you because we've done our job trying to put your life together and have respect. For the most part, it worked out pretty good, pretty good in the areas and the time that we stayed there.

So Mrs. Goynes, you said it was such a great experience in your teaching life. Would you like to elaborate on that? What did that mean to you later on?

Oh, it was such a great experience for me because you can take nothing, hardly, and do something with it. See, the kids couldn't speak English. We couldn't speak Navajo. But we had to demonstrate. Another thing that was important to us, too, you know, we always talk about we need so much money. You can take a telephone directory and use it as a textbook if you want to

and you can teach kids. At that time I kept the kindergarten kids in school from nine o'clock until four. It did not hurt those kids. Like right now we're debating about how long we should keep the kids in kindergarten. But there we made most of our teaching materials, you see. So it's saying that whatever you have you use it and make the best of it and that's what we did because we made teaching materials, we taught those kids, we demonstrated and we kept them at school all day and the kids were fine.

Wonderful. So after four years there on the reservation, where did you go?

Okay. After four years then on the Navajo Reservation—we had planned to stay there five years. But after four years we say, well, our kids were so isolated from the mainstream because of the way the reservation was and we decided it was time for us to leave because it was time for our kids to start kindergarten. It was time for Kim to start kindergarten. So what we did, we used to come to Las Vegas all the time for vacation and we learned about the school district and we had a few friends here teaching school. So we decided to apply for a position, Clark County School District. After we applied, before school was out the fourth year in Kayenta, Mr. Goynes and I received two contracts in the mail. I said, look, we have to go. So after we got the contracts we moved to Las Vegas.

So that was about 1964?

1964. Yes, we came here August of 1964.

Oh, August. But you were already in Arizona, so you knew about the hot weather.

Oh, yes.

So it wasn't a big deal.

Yes. Oh, we knew about the hot weather. It was no problem.

So tell me the story. You had your own car when you drove to Las Vegas?

Yes. His brother had given him a car. But see, we bought cars when we were on the reservation. We came here in a station wagon. We had a station wagon full. But see, when we were in Kayenta, we didn't shop on the reservation. We would go to Flagstaff to do our shopping. The food was so expensive out there. Every two weeks we would put three kids in the station wagon and go to Flagstaff. We had one daughter born on the Navajo Indian Reservation.

So your third child's name is?

Her name is Pamela.

Pamela. And she was born in which year?

Pamela was born on the Navajo Reservation, Gouldings, Utah.

So which year was she born?

She was born in 1962.

So when you got ready to come to Las Vegas you had your full family?

Oh, yes, we had our full family. We had all three children and we loaded up the station wagon. Like I was saying before, when we were in Kayenta, you know, we have to get our hair done.

Of course.

And they didn't have any beauticians there to fix my kind of hair. And so every two weeks we would go to Flagstaff, live in the hotel, do our shopping, Mr. Goynes would get his haircut, I would go to the beauty shop, and we'd do all that shopping and then we'd go back.

I'm surprised Flagstaff had a black beautician.

Oh, yes. Oh, yes. Yes, we would go there. So that's how we did it. Then when we decided to move here, we just packed up and came to Las Vegas. We moved in an apartment and my husband couldn't stand apartments. We stayed in that apartment one day.

Wow. Where was it?

It was on Lake Mead, wasn't it? Yes. I can't think of the name of it now, but we moved in and apartment for one day. I looked around and I didn't know where Mr. Goynes had gone because he usually tell me. I came home and I said, Where did he go? He didn't tell me. But Mr. Goynes had gone and found a house to move in.

So where did you find the house?

2020 Carver in North Las Vegas. We moved to 2020 Carver, North Las Vegas.

So you've always lived in North Las Vegas? You never lived in Berkley Square or Bonanza Village?

Oh, no. No. And then when he got this house—because, see, we had all the furniture we needed. So he got another U-Haul or something and moved us into that house on 2020 Carver. We stayed there one year. At that time Sproul Homes was building these homes. And so we decided to stay there until they built this house and we moved in this house in 1965 and been here ever since.

Oh, my. Now, what is this neighborhood called? Is it Regal Estates?

Valley View. No. Regal Estates is not far from here. This is Valley View.

So when you first came you both had contracts.

Yes.

What were most people in the black community doing at that time, what kind of work?

Were men still working at the Nevada Test Site?

Yes. In fact, my neighbor right across the street used to work at the Test Site and some more people, too, that we know. At Nevada Test Site we had Judge Keller, Charles Keller.

Oh, Charles Keller.

The lawyer, he was here when we got here. Dr. West, Dr. West was here. He was a medical doctor.

Dr. McMillan.

Uh-huh, Dr. McMillan, the dentist. Bob Bailey was here when we got here, too.

He did come in 1955.

Sarann Knight, they had the Moulin Rouge then when we came.

Well, she didn't get the Moulin Rouge until later like in the eighties.

Oh, okay, then. Okay, good, because that's all I know about that. And who else? What were other people doing? There were some schoolteachers and principals.

That's what I was getting ready to ask you. Tell me about some of the early schoolteachers. Did you know Mabel Hoggard?

Yes, Mabel Hoggard.

Yes. She was on my staff.

This is wonderful. The reason I want to know about Mabel Hoggard from both of you is that of all the people that you've named so far like Dr. West and Dr. McMillan, all of those, at some point somebody interviewed all of them and we have some of the interviews on campus right now. Some of them were just done by students. But we don't have anything on Mabel Hoggard. She's the only one that we probably don't have an interview of who was that important in the community. So just tell me about her and the influence that she had in the black community, any way you want to do it.

She was a very integral part of the early childhood education in Clark County School District. I was fortunate enough to get the first teaching job at—it was Highland Elementary School when I went there. Mrs. Hoggard was the first grade teacher, well, one of the first grade teachers

there. She stayed there and ended her career at Highland Elementary School. After I became principal there—she passed away. Was she there when I became principal? Yes, she was there. See, I replaced Earl Bruner, who was the principal there for many years. As I said, I was fortunate enough to have her to remain there when I became the principal of Highland Elementary School.

She was an integral part of the community. She was a very, very articulate teacher and one of her greatest assets was to form Parent and Teacher Concern. She was very, very, very astute about getting parents involved in children's education. One of her favorite anecdotes was that I wish I could be a more viable mother to each one of my first grade students; I'd just like to take them all home and keep them, not Monday through Friday, but keep them Monday through Sunday. Education was one of the biggest assets she had had. Especially she would always make it known that we got to get these babies while they're babies and get them ready for that big old wide world they're going to. Her favorite words were, "Honey, if they miss it right here, honey, it's going to be a little tough when they get out there." But she was an eclipse of providing elementary education to all the students that came through her, Mrs. Hoggard. *And she was a church worker, too. She worked at the Zion Methodist Church. And then she had done so much community work until she was honored with a school being named after her, Mabel Hoggard School. And then when my daughter, Pamela Goynes Brown, came here to teach, her first teaching job was at Mabel Hoggard. She was a music teacher there.*

Oh, good. So do either of you remember Mrs. Hoggard being active with the savings and loan? There was a Westside Credit Union I believe.

Right. She was involved with that.

Do either of you remember that credit union?

Oh, yes.

Yes. We know she was involved in it, but I don't know to what extent. But I know sometimes she would try to get the teachers to join the credit union. She was good about that.

She raised two sons here, which were an integral part of the educational process, also, in the community, along with her husband, J.D. Hoggard was very, very instrumental in the growth of, if you want to use this term, West Las Vegas, both of them through their educational accolades and their community involvement, the Hoggards.

So at that time when you got here the EOB was active. Do you remember anything about the Economic Opportunity Board? Can you tell me about that and what was going on with the Economic Opportunity Board or anything you remember about that?

Well, the Economic Opportunity Board was a community outlet. During that time you would look at it and you would think that the Economic Opportunity Board was just for poor people. You couldn't classify from my standpoint West Las Vegas as a poor community although you had some people with some economic hardships. But the status of the average person here, resident in West Las Vegas—and when I say West Las Vegas I'm involving east and north and West Las Vegas.

So you don't mean just the Westside, you're talking about?

The entire North Las Vegas area, northwest.

So what was the black community at that time, is that what you mean?

Yes. The general make-up of the employment was the hotel industry and education, teachers, and you had quite a few military personnel who were living here, too. So I wouldn't say it was a poverty-stricken area because you had the hotel employees out there that were making major bucks and we had the semi-professionals to semi-skilled employees like the airport people in

those subservient areas where they were making major bucks. And, boy, you could catch one of those hotel employees coming out of there with tips and buying—every time they'd have a new subdivision, guys going in and paying major bucks every time. And this is where your Economic Opportunity Board plays a major part because it was basically black oriented and black run because J. David Hoggard was the big wheel there and the others.

I tell you another major factor here, which really had my ears perking when I first got here, the number of churches that you had here, the number of churches and the number of pastors here that we had some church-going people here. They were taking an active role in it. I tell you it was sort of a recruiting-type situation because as soon as we got here we were approached, hey, you've got to join Second Baptist. Okay. You got Second Baptist, Zion Methodist, some of the big wheels, oh, you know, your black Baptist churches were the long standout, and the Church of God and Christ. You had those. Everybody would just fulfill their choice of churches that they could take membership in. And don't think those churches weren't recruiting either. They were recruiting, just like the educational profession. When you go out recruiting teachers, they were looking at black teachers, saying come on in, come on in. I guess the first eight to ten years we were here, well, I started looking into the administrative end of the educational program.

Before you start talking about the education, I want to finish talking about the churches.

I think that's really, really important. Why do you think there were so many?

From my personal standpoint it was following the path that they had taken from their hometown. I was amazed at the amount of people here from Louisiana, well, from the South. We just won't pick one.

Oh, yes. Tallulah and Fordyce.

Tallulah, Louisiana and Fordyce, Arkansas. I have met people here that have never heard of Texarkana and Texarkana is a twin city, Texarkana, Texas and Texarkana, Arkansas. And when I say twin city or I said Arkansas and Texas, it's got the name Arklatech, Texarkana, Arklatech. Honestly, I never heard of Fordyce, Arkansas until I got to Las Vegas. I never heard of Tallulah, Louisiana until I got to Las Vegas. Now, this is where I think they brought those traits with them because that was the figurative element of their growing up, young people especially, the church. The church was the livelihood of many of them. Your hotel industry was dark with Louisiana residents and Arkansas residents, Fordyce residents specifically. At that time let's use the term they were making big money, big money. Amazingly, as far as I knew, you had some black people here who took advantage of the gaming industry by pursuing that as a sideline habit, making extra money besides their regular paycheck gambling and took advantage of that. You had people like Bob Bailey. He did quite well financially in the entertainment business as far as opening his own type of entertainment and clubs. Woodrow Wilson.

Now, did Woodrow Wilson own a nightclub, small casino?

No. I think he was involved in that bank, the credit union, Westside Credit Union.

I guess he was one of the general managers of a little club that sits right there on H and Owens. What was the name of it? Wilson, Woodrow Wilson. Right there on the corner of H and Owens. Yes, H and Owens. Let's see who else? There was a couple. I can't remember those names.

Tell me about Jimmy Gay. Do you remember him?

Jimmy Gay, yes, I remember Jimmy Gay. Man, I have to go back now. One of his main cores of employment was at one of the hotels. I can't remember the name of it right now.

The Sands.

The Sands hotel, yes. Jimmy Gay was very instrumental in getting employees into the Sands family hotel, employment area. Gay was known throughout the state. He had quite a bit of contact with the gaming industry. He had quite a bit of contact with the small elements of sports in the area, also. You always could refer to Jimmy Gay employment-wise when you were looking at the hotel industry and the sports industry. That name, Gay, Hoggard—can you think of any others? And some of the ministers here were also very instrumental—V.C.L. Coleman and Marion Bennett, F.N. Addison. Now, I'm talking my era right now.

So how did you see the influence of the ministers and pastors?

Several were very influential.

And you can jump in any time.

Several were very influential as far as going forward, looking out for the black community as a whole and building their congregations, too, and making it plain clear that you're in a different environment than whence you came from and don't forget your upbringing, whether you're Baptist, Methodist or like—what's the big Church of God and Christ, the big man here? Oh, shoot, I'm forgetting these names.

Webb?

Yes, Bishop Webb.

The churches were concerned with education, also. They had a lot to do with it. But the thing about it, I don't think that we got together where we could all have a school, like a church school or something. We haven't gotten to that point yet. But they have a lot to do with education and religion, Christianity. They wanted the kids to be Christian. They still wanted them to be educated. We still have our Vacation Bible Schools. We have a children's church

within our church where we have people that work with children all the time. We give scholarships at our churches.

Yes. So even at that time and not so much today yet, but even at that time how did you see that religious influence, all of those churches? How did you see that influence reflected out into the community? Was there evidence? I understand the ministers and education. What other ways did you see that spirituality, giving back?

In many of the activities that each church individually supported, having the membership and in some areas it would drift down into the younger membership would involve the young membership in the educational process where students would be delegates to big church conventions especially in the Baptist Church and the Church of God and Christ. I've known people to use their summer vacation time attending church conferences and coming back and forming organizations that would involve the students in a Christian way after attending the workshops and these big national Baptist conventions and conventions of United Christian Education. It was very, very permanent that these types of organizations would take place. I know it was at Second Baptist during our tenure there under the leadership of Reverend Coleman or Reverend Davis because they stayed there long enough to have tenure and to attend the major Baptist conventions and then they could bring it back.

I always say our pastors could prove to the rest of the nation that we have more to do in Las Vegas than gambling. But we know that gambling is one of the major industries that take place here and a lot of the contributions come out of that and go into the churches. We had gaming factors, like Bob Bailey, Woodrow Wilson, Jimmy Gay and those guys that would always put the churches first. They never did throw any rocks if you've got a gambling habit. As long as you take care of family, take care of your professional organization; that's up to you,

but don't forget from whence you come. God was here first before the aces and deuces.

I like that. Can one of you just in general talk about—and let me tell you why I'm asking the question first. I have a professor at UNLV who wants to write more about spirituality and religion in the black community. I want either one of you to talk about why the church is so important to the average black person, black people with no education, black people with education, black people with jobs as maids, black people as schoolteachers. Why is religion so important in the black community? You can think about this over time here on the Westside, any way you want to talk about it.

I came from a Christian home. My daddy [Reverend Dr. Samuel Jackson] was a minister. One thing about it, Christianity was always number one in our home. I think it's a carryover from the way we were raised that you must attend church. Don't send your children to church; bring them to church, stay with them. And we do a lot of that now. So I think that's why it's so important to the Westside because this is our upbringing. You can't do anything without God. When the time came that they took Christianity or just saying God out of the schools, that was terrible for us. We always could say thank you, Jesus or this type of stuff. So I think it's still from our upbringing that Christianity is very important and it must be a part of our bringing up. Even in my home, the same way, we used to carry our children to church. My husband used to be superintendent of Sunday school at our church and we would all work with the youth. So I think if we keep this going that we will have some Christians out here that believe in first thank the Lord for everything we get. That's where we are.

Anything you'd like to add to that, Mr. Goynes?

Another thing I would like to say, too. I'm sorry. I think that's why we have so many churches. See, in Las Vegas or West Las Vegas you can find ninety to a hundred churches in our area. It's

not that we don't want to be with each other; I think that we all form these churches because in our neighborhoods we want to be close, we want to work together. So you can see from churches, what we have here, what we think about Christianity.

I can speak personally. It's one of the basic foundations in my life and I try to share that with my family first and then my neighborhood and all of the other people. Since I've become grown and involved in my early adult life and I don't limit my experiences to black people only. I believe in freedom of religion, but I also believe in freedom of sharing my religious beliefs with others, other than black. Now, if I wanted to go to a non-black person and share my religious belief, well, I'm certain that those I've already talked with know that if I don't want to hear that they'll let me know, say don't confuse me with facts, Brother Goynes; my mind's made up, and then I go ahead and talk about the Yankees, the Dodgers and everything else. But those non-whites that I have personally talked to have accepted my belief and feel that I do have something to offer. So I think I made early in life religion a part of my adulthood. As I said, I try to instill that into my kids and then to my grandkids and they instill that into their children. I respect my wife's concerns and beliefs because of her religious upbringing, her daddy being a Baptist minister. I used to tease her: "Naomi, Dr. Jackson who?"

Was it you telling me that your daddy didn't want you guys to try to ease out of church early for athletic activities?

Oh, we couldn't go to a lot of activities. It's the church first whatever we did. Yes, my daddy didn't believe in us going to the movies and going to football games. But he would let us go with the neighbor across the street because he trusted her. But we did go. But religion is it. That's all there is to it. You have to go to church.

Again, I had to lay it down to her, "Now, don't confuse me with facts; my mind is made up."

Now, if them Dodgers going to hit that ball on Sunday evening, I'm going to watch them. Yes, sir. But I think it plays an integral part in education. Now, you know you have to just take limits and know a reason for this. You put first things first in your life and don't let anything overlap or try to change your belief. If that's what you were taught and you see success behind that, whether it be athletics, whether it be religion or what have you, stick to that. Again, I have to express my philosophies to my family. First of all, look, I've got my belief; you've got yours. Don't confuse me with facts; my mind is made up, end of conversation if you want to keep going that route.

Okay. Now, it is a little past noon already and I haven't even gotten to the part where I want to talk about your careers. We can continue on today or I can make a second appointment. Usually an hour and a half, two hours is about as long as I'm good and the people are good because I have to listen so intently so that I can ask the right questions. So if you'd like, I can schedule another appointment so we can finish. And I also want to get some photographs, either the next time I can come—do you have a place in the area where I can scan photographs or would you trust me with some of this to—oh, that's right. You already have this that I can take.

I'll let you take that. I brought that book because you may want to look at that book, too. Do you have it?

We have this in the library, yes. This is that 50th anniversary, yes.

They have all our schools in there. So that's why I say you may want to see that. But if you have it, that's good.

I think we have it. I work in an area called Special Collections. In our area we collect all kinds of things. For instance, Ruby Duncan's papers, we have some of her papers from

Operation Life. If you want to go and do research on Operation Life, you'll come to our area in the library. We have some papers from Alice Key. Donald Clark, Reverend Clark, he gave us a little collection of his papers.

One of the things I'm going to ask you about when I come back is also the legal community. I want to know more about some of the early attorneys. You mentioned Charles Keller. I also want to ask you about Bob Archie and a couple of others. So there are some other subjects that I want to touch as well.

(Colloquy not transcribed.)

May I have your permission to use anything in here in the book that I'm going to make?

Yes.

Okay, great. Wonderful.

(Colloquy not transcribed.)

We have a scholarship in our name at CSN. I think I sent them that and I think I sent that for Distinguished Nevadans from UNLV. I think I sent them that.

Were you both Distinguished Nevadans?

Both of us, uh-huh.

Fantastic.

They said that was the first time they had a couple. Yes, we did that. In fact, we went to the luncheon they had about four weeks ago.

Where they induct the other ones?

Yes.



(Above Left) Theron Goynes in the US Air Force in early 1950s. (Left) Theron as a young adult in later 1950s.



(Above left) Naomi in 1950 portrait.
(Left) The young couple in
Tennessee, 1955.



(Above) Naomi setting the table for a party at their home on the Navajo Indian Reservation in Arizona.
(Left) Naomi as an educator in 1976.





2005 Family Portrait. Back row L-R: Bobby Ray Owens III, Pamela Goynes Brown, Lydia Goynes, Joi Goynes, Byron Goynes holding Joshua Goynes, Kimberly Goynes, Mahlia Posey; front row: Michael Owens, Naomi and Theron Goynes. (Below) Theron with son Byron Goynes, both members of the Kappa Alpha Psi fraternity (circa 2010).





Educator welcomes celebrity visitors: African American celebrities visited the local schools. (Above) Champion prize fighter Muhammad Ali, center, Principal Goynes, far right. (Below) Principal Goynes with comedian Bill Cosby, center, and singer Lou Rawls. (1980s).





Fall of 2005: Theron and Naomi D. Goynes Elementary School opened at 3409 Deer Springs Way.



Groundbreaking by North Las Vegas council members was for the Prentiss Walker Pool in North Las Vegas. Theron is in the center. (Below) Theron with Senator Richard Bryan during a Washington DC visit as Councilman and Mayor Pro Tempore of North Las Vegas.



SESSION TWO

So I thank you so much for today.

It is July 12th, 2012, and I'm with the Goyneses again in their home in North Las Vegas.

So how are the two of you this morning?

Very good.

We're doing fine.

Fantastic.

Trying to stay cool.

Yes, it is a little warm today, but it's cooler than yesterday. So when we stopped the last time we were talking about the interesting lives that the two of you had had up until this point. So now we're in Las Vegas. You were telling me how you found the place where you're going to live. Could you start with that story, Mr. Goynes?

Yes. We had made some inquiries about housing prior to moving here and we got some leads from some people we knew here. One in particular was the former principal who is now retired, Helen Anderson, Mrs. Anderson. She was the wife of Jim Anderson, a good friend of ours.

They recommended places to live. At that particular time it was basically known as the Westside. We were told that there was housing as opposed to apartments and this type thing because we were looking for housing because we were a family unit. Jim Anderson was very involved in housing in West Las Vegas. There was a new development; Briar Root was the name of the community that was west of here, this particular location right here. We were advised to take a look at that area and we did. At that particular time those houses were for sale as opposed to a rental and we were advised again to go and take a good look and see if we could

find something. Prior to that we had been informed that they had some apartments right there on the corner of Comstock and I believe Carey, Comstock and Carey. In fact, Jim Anderson at that time had connections with the developer of those apartments. With two kids then we were looking for a home-type situation rather than apartments.

But you remember we did move in the apartments. We had Mayflower (moving truck) with a house full of furniture and we moved in that apartment and you didn't like that.

Right.

So did you move all the furniture into the apartment?

No. No, because we left—

We left the Navajo Indian Reservation and we had a house full of furniture. In fact, some of the furniture we have now, still, 1960, like this stereo, it was brought from the reservation and this television was brought from the reservation. And the kids keep saying, Mom, why don't you get rid of it? I say, oh, no, it's good furniture. So I didn't want to get rid of that. But anyway, we did move in that apartment. Just like I said, Mr. Goynes does not like apartments.

We left the furniture on the Mayflower van because we were going out looking for housing, family housing then, overnight. So the next day we got up and went out looking for houses.

This is where we found our first home, if you may, on Carver Avenue, 2020 Carver Avenue in North Las Vegas.

So what was the name of that housing area where Carver was located?

Briar Root.

It had that Indian name Briar Root, R-O-O-T. Upon the advice of—was it Jim Anderson? I think it was. Upon the advice of Jim Anderson, this would be for starters. The leasing agency was—oh, shoot, I can't think of the name of the leasing agency. They said *this is the best that*

we can offer, brand-new houses, three bedrooms, for sale at that particular time. We were not interested in buying that house, but we moved in it.

So why weren't you interested in buying at that point?

I think the house was smaller, smaller than this house. So we didn't want a small house. We had three children. We wanted to have each kid a bedroom, but then we ended up with the girls a bedroom and the boy had a bedroom. So that was enough at that time. We knew they were building the homes that we are in now, which are Sproul Homes. We knew they were building these houses. So we started looking. We looked at the models and we liked this house.

And we looked all over the city, more or less the county rather looking for houses, as far out in the Maryland Parkway area.

So which year was this?

1964.

Was there any resistance in any other areas of the city as you looked around?

Yes, a lot of resistance.

Tell me about that.

I think one house where we really wanted to move in was over on Valley View and Eastern, right off Eastern and Valley View. We would go to the house and the salesperson would be in the house. But by the time we got in the door, the office was almost empty because they would hide. They apparently didn't want to sell to African-Americans or blacks at that time.

After coming from an Indian reservation, did you realize what was happening?

We didn't think that would happen to us.

No. We weren't crazy, and no respect. We thought that being in Nevada or Las Vegas, city and Clark County, that it was just open housing for anybody that could make the down payment or

sign the contract or what have you.

That's what was in our mind, huh? Yes, because we thought that, hey, you know you have a house, you have an office here, and the houses are for sale, so why not sell to us? So we were really turned down. You can find all kinds of excuses like, oh, all the houses are sold at this time.

We were standing in one development office and we had seen a couple of houses that we were quite interested in and we were talking to a salesman and he was pointing to the maps on the wall and pictures of housing. I guess it was the sales manager that had a couple of other customers in his respect and I was quizzing my salesman right close to them and I heard the sales manager telling the other couple, who happen to have been a white couple questioning about some of the same housing that we were looking at, and I overheard him make the comment to this couple, the white couple, he said, "Don't worry about that, don't worry about that." He said, "We're not selling to them." That was quoted, "We're not selling to them." And I just told the wife then, well, look; let's bring it to a close here.

Then, remember, your principal at that time? The principal said, well, I'll go out with you. And he was a white person and he was going to help us get a home. So when we went in the office, he went in first and we came in right behind him. Also, another person told the principal, "Don't worry; we're not going to sell to them." So the principal really got upset and he said, "Why not? He's one of my employees and he needs the house." But they still would not sell a house to us. So at that time we knew about these Sproul Homes, which they called the Westside. So we picked the home that we're in now and we've been in this home since 1965, all segregated area.

Well, I just love the home.

Thank you.

This is wonderful, the street, everything.

Thank you.

So is there a neighborhood association that keeps this street or this area as good as it looks?

No, it's not a neighborhood association. But we all know each other and we all just try to keep our homes up. We do, yes.

It's wonderful.

Thank you.

So tell me about your jobs. Either one that you want to, tell me what job you were offered and how that worked.

Well, when I came here I started teaching kindergarten. In 1964 we did not have all-day kindergartens and I was at Madison Elementary School where I shared a classroom with another lady and I would teach kindergarten from eight until twelve noon and then she would come in from twelve noon until four. I think it was four hours. We shared a classroom and we enjoyed it. She was a white teacher and I'm the black teacher. And we just had a grand time. In fact, we still communicate with each other.

I tell you another thing when I came here, being a kindergarten teacher, I taught my students it was not a thing that you come in and play, and be quiet. We taught students. I did. In fact, I taught reading, writing, arithmetic.

Were the kindergarten students ready for that?

Yes, they are ready. But you have to get them ready, which I involved my parents. Now, this is something I always believe in. If you're going to educate my child, I need to be involved. So if I'm going to educate your child, you need to be involved. So I did get my parents involved.

Also, taught DISTAR Reading. I tell you every time I traveled I wanted to find teaching material for my students. When I traveled to Chicago, I had a friend there. She was a teacher and she taught DISTAR Reading.

So would you spell that word?

D-I-S-T-A-R. So I taught DISTAR Reading for the first year. It was such an excellent program. I brought it to the district and they did adopt the program. So we did adopt DISTAR Reading for Clark County School District. I don't know how many schools used it. But my students were so advanced when you walked into my classroom, we did not play, we did not hit, we were working. See, we had learning stations and I would take those children and read. We would read DISTAR. It's a phonetic program. And we sound out everything and then we say it fast. My kids were reading.

Another thing, I used to take my students out to UNLV and they would read for some of the classes. Sometimes they would say, Oh, your first graders are just fantastic, and they were kindergarten students. I taught them the DISTAR Reading, the DISTAR Math, the language arts, and it was just fantastic.

Do we use it now?

I don't know if they're using it in certain schools or not.

Some of the schools use it. In fact, she got the district to adopt that as a reading program. It's a premier reading program.

So which school were you?

I was at Madison. It was an elementary school at that time. And then after I taught my students—they were so bright—I talked to Mrs. Kirkland, Barbara Kirkland, when she was the first-grade teacher at Madison. And I said, Barbara, you're going to have to teach my students;

I just can't let them go and play. She says, oh, Naomi, I don't have the personality like you have and I can't do that. I said, Barbara, yes, you can because I'm going to teach you how to do that. When she started teaching DISTAR, her students were so advanced, too, she taught DISTAR from that time until she retired.

Wow. I am so impressed.

Yes. It's a beautiful program.

Tell me where Madison is located.

Madison is located on J Street. Madison is one of the schools now that they call the Prime Six and that changed the school from Madison to Williams Prime Six School.

Wonderful. Thank you so much for that information.

So Mr. Goynes, could you tell me about your first employment, which school?

My first employment was as a teacher at Highland Elementary School right here on Highland, which is normally named the Westside. It wasn't Westside School; it was on the west side of the city. I taught second grade. They made a big session of that because they did not have any men. It was an all-African-American school. During that time they had a very, very, very acute shortage of male elementary teachers. The principal there, he was very, very impressed with my style of teaching. I was saying that I don't plan to do this the rest of the tenure that I hope to put in here; I want to get into administration.

Did you teach a DISTAR type of program as well?

Yes. She would in-service me here at home sometime after school, yes. In the meantime, while I was doing it, I was still taking my shots at becoming a principal. I made that known the first semester here. I said, hey, you know, I'm not going to be in this classroom. It started with second grade. I'm going up to the office somewhere, principal's office.

So you taught through eighth grade on the Indian reservation, is that correct?

No. Sixth grade.

So how did it feel going into a second-grade classroom?

It was a little different. I had to get accustomed to the age level and the size of the students, this kind of thing. It was quite an interesting point in my first teaching assignment because on the Navajo Indian Reservation I had a mixture of grade levels. I had a mixture of grade levels and I had to adjust my teaching skills to those. And believe me, there is a difference between the non-English-speaking first, second, third, all the way through sixth grade students there as opposed to the students at that age level in the regular school system. But the Indian reservation gave me a wealth of experience that guided me through the elementary grades that I taught here. During the same time that experience was preparing me to go into administration head on.

So before you talk about administration and how long you were in the classroom, you talked about Jim Anderson, the two of you. I want you to tell me more about Jim Anderson and his wife. I thought he was solely involved in labor unions, but you're saying that he was involved maybe in real estate?

Yes.

So could you tell me more?

Well, he was living there on Lake Mead and Comstock in apartments. He knew that I was one of the early arrivals in Las Vegas and specifically looking for a place that I could homestead as opposed to apartment living, simply because I made it very, very important that I had family values. I had three kids and apartment living was not my priority.

So was he involved as a profession or just helping you out as a friend when it came to housing?

He was just helping me out as a friend.

So what did you know about him as a professional? Did you get to know anything about his professional life?

No. I knew he came from the Los Angeles area. He was heavily involved in community activities there through the NAACP. He was in labor unions there, also, in labor and job findings and what have you with a strong emphasis in—we'll say he was in the civil rights movement, also. So we became very, very astute friends. He said *whatever I can do*. And I knew about living in Los Angeles after living there myself.

So did either of you get to know Helen Anderson as well?

Oh, yes, we knew Helen.

Oh, yes, very definitely.

I think Helen was the first female black elementary school principal. I was one of her teachers. She was my supervisor at one time. She loved children. Oh, I tell you. Helen was at the place where she would come in and observe me teaching and I would get an excellent evaluation. But her pet thing was, Teachers, take some of these kids home on the weekend. She really liked that. So she would want you to take some home, if you could.

So explain that. What did she mean? To keep the whole weekend or just a few hours?

Take them home on the weekend so you could expose them to whatever we were doing and keep them involved in activities, community activities if some things were going on. She just wanted us to keep the kids sometimes.

Provide some out-of-school activities for the kids, like picnicking and going on field trips, weekend field trips and things of that nature.

How did parents feel about that?

Oh, they were overjoyed. They say, hey, in other words, you can get them out of my hair. They can stay overnight. If you've got some friends, you can stay overnight. And it was a close-knit group of parents in Westside area. We'd always involve the kids on field trips, Saturday morning activities, and even brought them into church activities, daily Vacation Bible School. And you could tell from whence the black teachers came from state-wise. At that particular time you had an old slough of Louisiana blacks here then. I was amazed by some of the activities that took place. Everybody I met that was a black was from Louisiana.

You're the tall Texan, huh?

Are you from Tallulah? I said, Who? It took me a year or two to convince them that the only time I ever heard of Tallulah, and they couldn't understand that, was on the radio or Tallulah Bankhead, the TV personality. No, no, no. Louisiana. I said no.

Did you hear about Fordyce as well?

Yes. Fordyce, Arkansas.

When I told them where I was from—one would say, Where are you from? I'm from Texarkana. Oh, you know Fordyce. Excuse me, I never heard of Fordyce. I said I'm from Texarkana, Texas. You've never heard of Fordyce? I said no. I said let me explain that Texarkana is a twin city and there is a landmark there that you'll never forget. Stateline Avenue divides Texarkana, Texas and Texarkana, Arkansas. So you have to remember that. But I say, Fordyce, okay.

See, I heard of Fordyce because I was in North Little Rock, Arkansas. So I had heard of Fordyce, but I was not in a Fordyce Club. I heard they had a club in Las Vegas, a Fordyce Club.

And they still have it.

They still have it? All right.

A few minutes ago you said something about church activities and that it was okay to involve those kids that you brought home from school in the church activities. What kind of church activities did your family participate in?

Well, my husband was the superintendent of Sunday schools at Second Baptist Church and I was a Sunday school teacher. We would have Easter programs, Christmas programs. You name it and we had it. And also Christianity, we wanted our kids to be Christians and they were.

What does that mean today, then, to the black community?

Back then it was very, very instrumental. But you had to be very, very careful because you can't involve religion in school activities—couldn't then; I don't guess you can do it now—to the point that it would be classified as teaching them secular religion in the classroom. That was taboo, no, no, no, no. So we were very, very careful about that. But out-of-school activities, daily summertime Vacation Bible School, and Sunday evenings we had what we called—the black people here never heard of the terms that I use, BYTU, Baptist Youth Training Union. They said what is that? I said, well, that's evening church. But I kept it low key until during Vacation Bible School during the summer when school is out. I never had a reason to be called in by any of my supervisors in the school district because religion was a major part of my upbringing and quite a few students in the schools, especially with elementary schools, came from Christian homes during that time, I tell you quite a few. It was very, very much endorsed by our black churches.

Strange things happened—not strange things, but just curiosity-type things would happen during the weekend our kids would be out at some of the activities at the scarce parks

that we have and the very, very few shopping centers, malls and this type thing. During that time there were maybe one or two. And the parents would be with them out there, even in the grocery market, and they would make statements. Hey, Mom, Mom, there's my black principal. No. They would say there's my old principal, there's my old principal. Tell your mom and dad, if the dad was present, that I'm your principal or if it's the first time you see me, I'm your new principal. I'm not your old principal.

What did they mean by old?

In age.

Getting old in age, yes.

Or grown.

So what did the principals look like prior to you?

Let's see. Who was there? H.P. Fitzgerald was one. He was a senior. I don't want to say senior citizen, but he was a senior. I guess I might have been the second or third black principal here.

They had Fitzgerald and Dr. Pughsley, James Pughsley. Parson was a principal, too. He worked with me.

He came after me?

No. They were here when we got here.

Claude Parson. You could count the black principals on one hand.

And Helen Anderson, she was a principal.

So even at that time, as you still count them, Helen was the only woman for a while who was a principal?

Yes, for a while, yes.

Right. And it's the same way with black male elementary teachers. Mabel Hoggard was one of

the new and main black teachers.

She was on your staff.

Yes, she was on my staff. She was a great teacher.

So did you become a principal of that school that first employed you?

Yes, Highland. Yes.

I'll tell you something else about the school. When he was there the name was Highland Elementary School. So Mr. Goynes didn't like that because the street name was Highland. So he said we have a black pioneer here, Mr. Kermit R. Booker Senior. So he worked hard with the district and he was the one that had the name changed from Highland Elementary School to Kermit R. Booker Senior Elementary School. So that was some work for Mr. Goynes.

So Mr. Goynes, tell me who Kermit R. Booker is.

Kermit R. Booker was a community activist in that respect. He was big in the Boy Scouts, the scouting here. He was a teacher, also. In fact, his wife was on my staff at one time and so was his daughter-in-law, Gwen (Booker). His daughter-in-law became one of my faculty members at one time. But his community work was in scouting and teaching. He was very, very instrumental in community activities in taking the Boy Scouts on field trips and our school activities in sports, and so were his two sons, Kermit R. Booker Junior, who passed away and he was a fraternity brother of mine, and Gerald Booker. They were both in education, also, and elementary schoolteachers, following their dad and mom's footsteps.

Great. I didn't realize that scouting was so influential in the black community. Tell me about that. Were your children involved in scouting?

Yes, my son.

Well, your son and your daughters.

So Girl Scouting was just as—

Oh, yes, very important. I'll tell you one thing. During that time when our children went scouting, who would go to the meetings all the time? We would. We always supported our children in whatever they did. If it was a Blue Bird meeting or if it was a Scout meeting, we were there. Sometimes my daughter would say, Mom, you're the only parent there. I said, well, I will be wherever you are. So that's what we did all the time. Yes, they were in scouting.

It's amazing and it's funny because my son now, who is Commissioner Byron Goynes, has a son. His son is nine years old now. But Byron is his scoutmaster. Whenever they go on trips they always invite Papa, which is Mr. Goynes, to go with them. One time I was just looking at Joshua and I said, boy, this child looks just like his dad. So I went through my scrapbook and pulled out his daddy's picture when he was a Cub Scout and he looked just like his son.

Oh, that's wonderful.

That is wonderful.

What is a Blue Bird?

It's Girl Scouts I think. No. Brownies I think. Yes, the Brownies. So another one I think it was Blue Birds, too. I don't know. But they were involved. I know it was Brownies, yes.

Oh, wonderful.

During that time the parents here, especially single-parent families, were very, very involved in their work and especially the hotel industry. They absorbed as many parents as they could in work. It wasn't a survival-course type thing. But they just had what they considered then good jobs for blacks, good jobs. The hotel industry was wide open for both male and female.

So at that time when you came in the mid-sixties what kinds of jobs did most people have in the hotels?

Maids and porters, the semi-professional. Dealerships weren't as prevalent as they are now.

They had maids, porters. What else?

Kitchen, cooks.

Yes, cooks. Various amounts of chefs—not chefs.

Oh, yes, all kinds of positions in the kitchen. So do you remember the Economic Opportunity Board? We called it EOB.

EOB, yes.

Can you tell me any of those memories, any people you know who were associated with the EOB and what it did?

Was Gay in the EOB?

I don't remember, but I know Mr. Hoggard was with EOB, Mr. David Hoggard Senior. And my husband, Theron Goynes, was on the EOB board for a while.

Good. That is wonderful. So please tell me about the EOB. And for people who don't know, could you tell me what it was all about?

One particular area was trying to create jobs through the board's influence.

Where did the money come from?

Federal government and county and each state, too, had a part in their budgets they would consider Economic Opportunity Board. We established what you call poverty programs, which would get state funding, work itself from federal funding to state funding down to county funding with so much money allocated for the Economic Opportunity Board of Clark County. It was administered through the EOB board and the director. I was a member, on one of the first boards here. J. David Hoggard was the director of the Economic Opportunity Board of Clark County. Who was after Hoggard?

Tyree.

Oh, Jim Tyree.

So Jim Tyree had which position?

He was the director after David Hoggard.

Executive Director James Tyree for quite a while during his lifetime. And you had very, very good participation from the community, too, because quite a few projects were instituted during his directorship, both from Hoggard and Tyree directorships.

Can you tell me some of those job programs that went through at the EOB? Do you remember any of them?

Didn't they have something like a day care? Lubertha Johnson, did that come through the EOB?

Yes. Right.

Yes. I remember Lubertha Johnson had a program.

Head Start.

Yes, Head Start.

Head Start program were two of the major programs.

People got a lot of training through there.

Do you remember any of the training? Did we train for any of the positions on the Strip, dealers, anything like that where they trained through EOB?

Yes. Yes. But it wasn't prevalent as it is now. It had to come through the grassroots of it, through the EOB. That was the only organization that could get you into dealership. What were the other job skills that would come through EOB? Sky cabs, too, some sky cabs.

Porters?

Porters, yes. Valet parking. They had a transportation area there also where we had the EOB buses that carried people who were lacking transportation to work. We worked closely with the Clark County School District, also, in some out-of-school activities because we would furnish transportation, the EOB bus, to take them on field trips. We worked with the Southern Nevada Memorial Hospital transportation-wise. We used to call it the old people who didn't have lack of transportation. Although you had black people working in the menial jobs, hotel porters and maids, who lacked transportation, we set up a transportation program to get them to work and back and especially the senior citizens. The senior citizen program was very, very workable during that time as opposed to now. All you had to do if you needed transportation someplace is called the EOB office and they had transportation out there right away.

The EOB board then carried quite a bit of juice in the service community industry. Hey, you know, you get in touch with EOB and you can get a ride to the Sahara or the Tropicana to get your job if you've got an interview out there. And we'd call and say, hey, look, are you doing any hiring? Why don't you give us some interview dates? And this type thing. It was very, very instrumental. You had the EOB executives that were very astute. I'll wave a flag on that because I was a board member and a principal during that time.

So who were some of the other board members that you remember? Either of you.

Marion Bennett, Reverend Bennett. Verlia Hoggard. Isaac White I remember. Isaac White was a schoolteacher. Was Curtis Hall?

I don't know. I don't know all those board members.

Well, thank you for those names. Tell me about the radio station.

KCEP.

Oh, we have to go back.

Remember Bob Bailey was the announcer.

I think Bob Bailey was one of the initial—beginning of KCEP.

It was under the EOB.

I think he was trained in New York or someplace, something about radios, telecommunication.

I think Bob was originally from, what, Ohio, I believe. But he was instrumental in getting the EOB started. Yes, he was trained. I think he did a little stint in—Ohio being close to Illinois, I think he got quite a bit of training in Chicago area also because he kind of shook them up when he come, said we've got a black disc jockey here. At one time he thought he owned the radio station. They said no. And he started out at, quote, white—I can't think of the initials. But started out under the auspices of the white communication station. And it became so popular we said we were going to establish one under the Economic Opportunity Board. And Bob got to politicking and maneuvering going on. So I think he brought the first—it wasn't KCEP then. It was K something.

It was KCEP.

It was KCEP, okay. I thought we had another anonym for that. But Bob Bailey was the most instrumental person. And here again, Jim Anderson was a part of that, too, a part of that regime. As the story goes, Jim Anderson came out of a labor union out of Los Angeles. I hate to use this term, but Jim, as the story goes, Jim Anderson talked back to white people. You wanted somebody to speak for Jim Anderson. Well, Jim Anderson talked back to white people. Another gentleman here who was very instrumental in it, but he kept it low key because of his position in the hotel, that was Jimmy Gay. Yes, Jimmy Gay. Jimmy Gay was very instrumental in the employment area, he and Jim. Yes, Jim Anderson and Jimmy Gay were very, very

instrumental in seeking employment and getting employment for blacks.

So do you recognize the name Q.B. Bush?

Yes, I know Q.B. very well.

Yes. In fact, Q.B. Bush is about, what, four blocks from us on Engelstad, yes. Yes, indeed.

He's been around quite a time, quite a time in the hotel industry.

I appreciate all of this information about the EOB. I want to talk a little about entertainment. One of the reasons is when I think of Q.B., I think of golf and Jimmy Gay. I think of men playing golf. Were you a golfer?

No.

Okay. So were you at all familiar with the black golfers; that black golf club that started early on?

No.

Okay. What did you as a family do for entertainment? We're talking about the sixties, early seventies. You talked about going on picnics earlier. You talked about church.

Picnics. I'll tell you Mr. Goynes is a great chef.

Oh, really?

Yes. He cooked for us all the time. Also, he believed in us going on trips. So we would travel a lot. Wherever he would go he would buy five tickets so all of us would go.

Give me an example of a family trip that you've taken.

Well, New York. But at that time, being younger people, we would leave 704 Veronica Avenue, go to Little Rock, Arkansas, pick up my niece, and when we wouldn't know anything we'd be in New York with him driving. Yes, we used to do a lot of family outings. So that was great.

So at that time when you were traveling by car across country, was there resistance? Did

you have to be careful where you stayed?

We didn't have all those problems. I had heard of places where they wouldn't let black people use the restroom. But we didn't have those problems. I think Mr. Goynes talked so much, he's so friendly, and the folks just said come on sometimes. So we really didn't have that problem. But I had heard about people traveling and couldn't use the restroom; although you would buy the gas there, they would say no. But we didn't have that problem.

Wonderful.

My stint in the political arena here gave me a lot of leverage because quite a bit of my travel was during my time in the political ring and I'd always take my family with me.

So starting at the beginning, tell me about your political achievements.

I first went in on the recommendation—

First you were appointed.

Appointed. I was appointed, yes.

To?

To fill an unexpired term on the City Council of North Las Vegas.

Well, before then you were in athletics, right? Weren't you on the Parks and Recreation Board?

Oh, yes.

Good. Thank you for reminding him.

I can remember a lot of that stuff. He was appointed to the Parks and Recreation Board. From there, then he ran—well, you were appointed to the council first.

Okay. So appointed to city council.

Yes, he was appointed to city council. After he served that time, then we did a political campaign. We campaigned for the office.

So what were some of your beliefs? What were some of your campaign promises when you campaigned on your own? Do you remember? And which year, Mrs. Goynes, are we talking about?

Let me see. You were appointed—oh, I have to get all my—

In '68 I believe, about '68.

Yes, about '68 I think he was appointed to the rec board. I think he was appointed to the council in about '79, wasn't it?

Okay. And we can find those exact dates if I have them on your bios.

Yes. In fact, I have them, when he was appointed to the city council.

So tell me about that first campaign and running for office and some of the platforms and the campaigning itself.

Well, first, when we were campaigning. I was his campaign manager.

Wonderful.

Oh, yes. It was a lot of fun. We knew he had the credentials and we talked about education, we talked about safety and also community involvements. It was just a thing where we knew he was the man that he could do it. And he did it. We worked. This was my campaign office right where we are now.

Right here in your living room.

Right here in my living room and all through my house. That's where we would have our meetings. We would have walking teams. We just had a great time. There was not a time when we walked that we didn't have about twenty people with us. At that time when he was on the council we didn't have wards. So we had the whole city of North Las Vegas. It was quite a job to try to cover the whole city, but we didn't have any problems because we had a lot of workers.

Yes, we had a lot of workers that believed in Mr. Goynes.

So his thing was, like I say, education. And then being a principal, he would just give anything he had for the students and the parents, you see. For an example, like the holidays, at that time in the schools we could say Jesus Christ and we could do things like that. Mr. Goynes would feed families. He would get food for them. He would cook for them. Whatever they needed, toys, they were there, because of his hard work. He always had all these teachers and everybody; they would come and help us and work. I would cook also and everybody would be coming to eat after, we'd feed everybody, and activities, all kinds of activities like at the parks, recreation, and everything inside. They had so many activities inside of the recreation centers that he was responsible for. And being safe. And he took care of the seniors.

See, I shook up the city of Las Vegas, North Las Vegas, and the state of Nevada, being a black that's running for city council. I developed a friendship both educationally, politically and, even if you want to go to the point, religiously among the citizens of North Las Vegas and Las Vegas by entering the races of city councilman. As we say, some of my best friends are black. And I changed that. Some of my best friends are Mormons. That's where I really, really made a joke there because I meant that at that particular time. I still mean it now. He's one of my best friends. We just had a cohesive relationship.

I think there's another parallel. The Mormon community is known for family. And every time I talk to you, it's not as if I've known you for a long time, but both of these interviews, you always talk about family values.

Right.

It's very important, yes. If you work together, you stay together. If you're positive and love each other, that's what it's all about and that's what we do. Our home is open all the time to friends

and families. During that time that we talked to anybody, they'll say, Mr. Goynes, I need to come back to your house so we can eat some good food. They always say that.

And this reminds me. I was referred to you by an attorney that I had interviewed, Booker Evans. So tell me, at this time we have our first attorneys. As you are coming into Las Vegas, we have our first black attorneys coming into Las Vegas as well. So tell me how you met Mr. Booker Evans.

Mr. Evans was here and I think he was doing something at UNLV at the time. At that time it was so hot here, like it is now, and we went to school in Flagstaff, working on our master's, because it was so hot. But our kids were small and we would go down there and study and take the kids. They lived in the dorm with us. They were in playpens.

It was cooler in Flagstaff, Arizona?

It was cooler in Flagstaff, yes. So we thought we'd go there and cool off some in the summer. So that's how we met Booker Evans because he was there, also. Mr. Goynes and Booker Evans just started working with each other like brothers. They were also fraternity brothers together. Yes, we are, Kappa Alpha Psi.

They were in Kappa Alpha Psi. And then Booker would come back here. We would go to school there and also here at UNLV.

So you would go there during the summers working.

Yes. Oh, it's hot. And we met him there and he just caught on to us just like our child. We called him our child, also. Then we knew he was studying for the bar. So one summer we were going on vacation and we gave Booker the keys and said, "This is your house; you study." So he studied right here while we were on vacation. And then he passed the bar with flying colors, yes, he did. So that's how we met him and he's just like our son. He calls us all the time. We

communicate. Even with our children, see, they can leave here and go to Scottsdale right now and stay at the Bookers' home. Then they also communicate, texting how we do now. And whatever they need, Booker is there and we are here for him, also.

See, I taught a course out at the university and he was one of my students in the graduate program, black studies program. In fact, I opened the first black studies program at—it was Southern Nevada.

Nevada Southern.

Nevada Southern.

Sure was Nevada Southern.

So do you remember Esther Langston?

Oh, yes.

Yes, we remember Esther Langston. In fact, we are church members. Yes, she belongs to our church. She just retired I think last year.

A couple of years ago.

A couple of years ago, yes. Oh, we know Dr. Langston, yes. In fact, we spoke to her Monday night.

Were you a part of Les Femmes Douze?

No. I didn't join too many organizations.

Well, you had three little children.

Yes. And I was so busy with campaigning, manager for him, and keeping up with Mr. Goyne's activities, I just didn't take the time to do all that.

Great. So let's get back to the political—this is how we started on this. So how long were you on the city council?

About 22 years.

What are some of your accomplishments? When you think over that time, what are you most pleased about?

I was instrumental in getting a couple of parks.

Homes, all these Pardee Homes and all that stuff. He was instrumental in improving the communities because a lot of homes were built at the time when he was on the council. I know Pardee. I'll tell you another thing that was really exciting to me is Craig, Craig Road, you know the street going east and west because when Mr. Goynes was on the council they started commercial coming in, restaurants and movies or whatever we have on Craig. A lot of people at that time were against it because they were saying, now, we have horses and we have all this and we don't want the commercial there because it will ruin our community. Now look at Craig. Everybody is happy and we're just growing further north. But he started a lot of that.

In fact, at the time when Pardee came in, we were still living here. So Mr. Goynes says, oh, we have some beautiful homes coming in now; go pick you one. So I did. I picked a Pardee home. He would sit around because he'd cook and he loved the community. Right now and he can go and knock on anyone's door and they'll say, Come on in, Mr. Goynes. At that time I picked the house. I'm going to tell you what's funny. I picked the house. I love this house. And I said when we move I have to have an intercom in that house because I have one here. He says, okay, pick you an intercom. I said fine. And I had put the for-sale sign in this yard. It was time for me to pick the carpet. I picked the carpet for the house. Mr. Goynes has never said don't buy something, you know, because we are together. I said, honey, I'm going and pay on the carpet now; I have the carpet. He says just wait a few days. I said, well, why wait; the house is ready. So my daughter Kim, which is the oldest daughter, she says, "Mom, I don't think Daddy

wants to move.” I said, “What?” “No, Daddy doesn't want to move.” And she says, “Mom, whatever you do don't move my dad because it may kill him if you take him off Veronica Avenue.”

So where was the house?

This house, you mean? It was for sale.

No. Where was the other house that you were going to buy?

Oh, the house was way over in Eldorado, which is north of Craig, way out. So I wanted that house. But when Kim told me that, I said you know one thing? She's probably telling the truth, so I'm not going to move her dad. When it was time he came back and said, “Well, are you ready?” I said no. He said why? I said, “We are not moving.” He said, “Oh, yes, we're moving because you'll be upset if we don't move.” I said, “Look, I'm fine where I am, case closed, take the sign out of the yard and we are not moving.” So that's how I got here and stayed here because we didn't want to upset Papa. We call him Papa.

So do either one of you ever regret not moving?

No.

No. No, I never regretted. No. You know what I said? A home is wherever you make it; it's not just the house. So that was my thing.

Exactly. And you're right around the corner. I mean I don't know that many people in the neighborhood, but I know Joe Neal. He's right around the corner from you.

Yes, Joe Neal is over in Regal Estates.

Oh, I thought he was—has he moved?

He could have. I don't know. But he used to be in Regal Estates. I don't know whether he's moved or not.

Veronica Street is sort of a pioneer, Teacher Row.

We used to call this Teacher Row.

Oh. So who else lived on here at one point?

Eva Simmons, she was across the street, but she has moved now. And Dorothy Taylor, she was Les Femmes Douze. Joanne and Jim Pughsley.

So now, these people that you are naming, are all of them still with us, still alive?

Dorothy Taylor is still here. She's sick right now. Eva Simmons is still here. The Pughsley are not. They're in North Carolina. But their daughter was here last week for the Fourth of July, Janelle. And my mother used to stay here with us and she was her babysitter. Oh, we got the Richardsons next door, Mary Richardson. She used to be the principal of Booker. Now she's deceased, but her husband is still here.

And what did her husband do for a living?

Lonnie Richardson. He was a Vietnam vet and when he came back he also was in the school district, yes.

Wow. That's wonderful.

And we had two or three more teachers on this street I think. We were called Teacher Row.

I love it. That is great.

Right across the street here, Mr. Lucas, they were long-time neighbors. They were here at the time we've been here. He was my head custodian over at Highland. He was the first one; when I got the school I picked him as my head custodian. He's still there, hadn't retired.

I can't remember all the teachers. We've been here so long. We've been here since 1964.

Fabulous.

Sixty-five.

We came to Las Vegas in '64, but we moved in this house in 1965, yes.

In fact, we watched them build it.

Yes, sure did. And I haven't regretted staying here. I love it. And I'm not going to move; I'll be right here, as they used to say, on the Westside.

I live in North Las Vegas.

Mr. Goynes would say, oh, it's North Las Vegas.

Does the word Westside bother you?

No. Oh, no. I'm proud of it. You hear a lot of people that we have heard, they say, we don't know why the Goyneses still live over there. Well, we are happy here. It's our home and we love it and we're not going to move. All of my kids—this is a thing, too, because I heard somebody the other day at church. They said, well, when my children leave they can't come back to my house or they can't have a key. All of my children have a key to our home. All of our grandchildren have keys. You remember when Bobby came in?

Yes.

He came in and when he left he locked the door. They know what to do. See, we have always been together.

But I think it makes a difference in how those kids have been raised.

Right. That's the key.

Whether or not you want to give them a key to your house. I think that makes a lot of difference.

Yes, yes. They can come in if we're not here. They know to come in, they know what to do, and they know what not to do. So we don't even worry about it.

This is wonderful. I love it. We were talking about your political career and I want to get

back now to the schools again. Tell me about school integration or desegregation, any way you want to frame that, your memories.

School segregation or desegregation?

I want to talk about desegregation. I think it was in the early 1970s that we had something called the sixth grade centers.

Yes.

Tell me about that whole era. Tell me about race relations related to schools in Las Vegas and North Las Vegas.

Well, as far as Las Vegas is concerned, at that time we were all segregated. In other words, if you were segregated, they would call us the Westside. That's how we got the Westside schools. I can remember then when we came here it seems like most of the new teachers that came to the district with no experience or anything, they were sent to the Westside and mostly where the black students were. And sometimes when you would go into classrooms, you know, the students were there, the teachers were there, and a lot of times the teachers would just give kids assignments and let them go to the back of the room and work on a workbook if they knew what they were doing or not. It was kind of rough then.

So when they decided to desegregate, the thing was to have the black students, some bus, to the other side of town so they could mix with the other students. The white students, most of the white students were bussed to the Westside. That's when they called them sixth grade centers.

So they were bussed in the sixth grade only?

Yes, just the sixth grade. And then I know from being in some of the other schools some of the parents were reluctant and they didn't want their students to come to the Westside. And then the

parents on the Westside were upset because their students had to leave home so early, ride the school buses, just to get to the other side of town so they could desegregate.

They called it forced bussing at the time. The NAACP got together in meetings and said, well, if you're going to force our kids, in order to implement that desegregation law, you're going to have to bus some, quote, other students into West Las Vegas area in order to integrate schools and we're going to have to do the same thing with the faculty, with the teachers, even the administration, principals and this type thing. Said we're going to go all the way with that part of the integration program. They said, now, how are we going to do that, especially with the principals? And this became a sore point. First of all, they said, well, we're going to make that decision for them. I'll use myself as an example. I was one of the first ones. I was told. I didn't ask did I want to go; I was told you're going.

And who told you that?

Dr. Kenny Guinn. I was principal at Highland Elementary School. He said, "We're going to move you." I said, "I beg your pardon?" He said, "Yes, we're going to move you." I said, "Well, what do you mean? Where am I going?" He said, "Well, we'll let you know." And I said, "Well, do I have anything to say about it?" He said, "Yes, you can have something to say about it." He said, "How soon can you be ready?" This was on a Thursday.

And you told him you needed to talk to your family.

Yes, I needed to talk to my family. He said, "Well, you do that; you've got the weekend." This was on a Thursday. He said, "Monday will be your last day at Highland." Oh. "Where am I going?" He said to Ruth Fyfe school. Where? He said up on Bonanza.

What was the name of the school?

Ruth Fyfe. I said, "Well." And they said, "Mr. Goynes, well, well what? I just told you where

you're going.” I said, “Well, let me make one request; since this is Thursday and I got Friday, Saturday and Sunday, my off days, to get ready, and Monday I'll be going over, I said, can you put it off a day or two? Let me walk the community of Ruth Fyfe up there and see what it's like.” And Dr. Guinn said, “Oh, what do you mean see what it's like?” He said, “You've got a ‘smithering’ of black kids up there, maybe a dozen or so.” I said, well, okay. So that weekend I walked a couple of streets up there because I knew a couple of people. I told them who I was and I was coming in as principal.

So give me the general area of the city.

Off Valley View and Bonanza. It's not too far from the Meadows Mall.

Meadows Mall is right across the freeway.

Yes, right across the freeway, of 95.

Diagonally east of Western High School, right behind Western High School, 4101 West Bonanza. I walked through that area to a reception that was very, very, very good, very good. That Tuesday I packed up and went over to Ruth Fyfe School.

But when you went to Ruth Fyfe, you didn't know what to expect. But he was very well accepted. He stayed there, what, eight years? I think about eight years he was at Ruth Fyfe, yes. And the principal at Ruth Fyfe, they sent him over to Highland.

So what was that like for—now, this was, then, a white principal coming over to—

Yes, to the Westside as they called it.

So what was that like for him?

He was very accepted. In fact, his wife was one of my teachers. Lero Irby.

Yes, was his kindergarten teacher. We knew each other, but we didn't know that Dr. Guinn was going to pick them to exchange, you see. Thompson was the judge that started that segregation.

But it worked because when he got to Ruth Fyfe he had a secretary there. Eloise Piper was the secretary there and she just loved Mr. Goynes. And then Georgia was there, Scandros. That was his clerk. And they just protected Mr. Goynes. Oh, my goodness. And naturally, when some of the white parents walked in, they were kind of surprised, too. They would come in and they would see Eloise and he was standing up there. Mr. Goynes was always well dressed, groomed and well-dressed all the time. He's standing in there with his suit and tie on, right there, and the people would look over and say, "May I speak to the principal of this school?" Eloise would say, "The principal? You're looking at him." And the people would just say, Oh. But anyway, after he was there a while they just loved Mr. Goynes and they didn't even want him to leave. They wanted to draw a petition to keep him there. So he said, well, just leave it, because at that time about every seven years they would automatically rotate the principals.

So what do you think it was about your attitude toward education that caused that?

My involvement in the political arena was part of it and the program that I ran at Highland Elementary School was top level and the superintendent at that time said, well, hey, this guy's been around the goal a couple of times, and being a military veteran I knew all the ins and outs. Said we're just not going to throw him in a den of alligators, although we had some alligators in there. Like this one time after I was there, a white person come in there, this white guy. And Eloise Piper was my secretary then. Something happened with one of the teachers; Janice Jackson, which is a white first grade teacher, had had a run-in with one of those white parents. Janice turned off and I guess she went home and told her husband. The next day he came up there. And I was standing there doing—just the school had taken in, in the morning, and I was standing out there giving Janice some direction on what the agenda was going to look like for the day and what she had in her teacher plan book. And he walked in. I was standing there

giving directions and he walked in and said, “Who's in charge here?” Eloise looked up and said, “I beg your pardon, sir?” “I want to know who's in charge here?” She said according to what you want and this type thing. He said, “Well, I want to see the principal. Who is the principal?” She said, “Well, he's standing here, suit and tie on, and he's giving me directions and I'm the secretary and I'm trying to get some directions for one of our teachers.”

Somebody else came in. I think it was Leon and he wanted something. He was my head custodian. He came in. Eloise said, “Leon, hold on a minute,” just like that. The parent is standing there. He said, “Well, I want to see the principal. Who is the principal here?” And he looked around at Leon and Leon gave him one—Leon happened to be black—gave him one of those long stares. And Eloise just looked up and said, “He's standing here giving us directions and he's dressed pretty good,” like that, and said, “he must be the principal.”

He said, “This is Mr. Goynes. He's the principal.” And Leon always called me boss. He said, “Boss, you need some help?” I said, “No, Eloise got it.”

He said, “Well, I'll come back and see him when he's not so busy.” She said, “No, you can see him now.” I said, “Sir, why don't you come on in the office here. You've got some things you want to talk about.” He came in the office and he closed the door behind him and Eloise said, “Open that door.” I said, oh, God. And Leon was still standing out there. I guess Leon said right away *I'm not going to leave now; if he go in there and close that door, something might take place*. And then Eloise told him, “Open that door.”

Eloise was something. Oh, my goodness.

But it worked out good. That was my first avenue of the integration roads here. I was the first black principal to integrate the elementary school. Was I?

Yes.

Yes, to integrate schools. And it just so happened that Ruth Fyfe was in a very good area of 4101 West Bonanza. Georgia Scandros lived right across from the school there and I used to call her My Little Greek Secretary after Eloise left and retired.

And then didn't Thalia Dondero's daughter teach there?

Yes, Thalia Dondero.

Wonderful.

I had about four black teachers and they were all super teachers. One I had there I had to keep an eye on her because she shown up and get tuned up real quick, Mildred Brown. She was black.

Were they there before you, before the integration order?

Yes, a couple of them were. Mildred was there. On her breaks she'd come up to the office. I'd say, "Mildred the lounge is not the office here." "I'm just watching out for you, boss, watching. Got any problems?" I'd say, "Yes, you." Excuse my French. She'd say, "Well, we ain't going to take no stuff. The white folks better get ready." I said okay.

My faculty was very, very, very good. When I got ready to go, they said, well, we're going with you. I said, well, I can just take so many. She said, yes, well, I'm going to be one of those so manys. I'll turn this heel out. But it was a good move for me that I enjoyed.

And the parents, I had some very, very, very good community support as I walked the neighborhood. I walked the neighborhood before I went out there. Hey, I'm the new principal.

You had this gentleman Lee White. What was Lee White?

Lee White?

An entertainer or something?

No. He was a professional football player. He lived right across the street from the school, Lee

White is black.

He played for whom?

He played for the New York Jets.

When you first went to that new school you said a few minutes ago that you brought with you a top-level program from your old school. Tell me what you meant by a top-level program.

Reading, reading program. Well, DISTAR was part of it because Naomi in-serviced a couple of my teachers, first grade teachers. Lero Irby—Dick Irby was the principal. He left Ruth Fyfe and he went to Highland. And his wife was a kindergarten teacher there, Lero.

And we talked a lot and we got to be real good friends. So we would talk about different programs. I used to in-service the whole district on using DISTAR.

So she was already teaching DISTAR at Fyfe?

She started teaching it after we met and she knew I was teaching it, see.

But by the time Mr. Goynes went to that school, DISTAR was already there?

No.

Oh, okay.

And Mabel Hoggard, black, was one of my first-grade teachers.

At?

Ruth Fyfe.

At Ruth Fyfe, okay. So did she leave the Westside School and go to Ruth Fyfe?

Uh-huh.

Ah. So tell me what you heard about the Westside School, that school itself, when you first came here.

Westside or Highland?

Westside School, when you first moved to Las Vegas, what did you learn about the school that's located at Washington and D? Did you learn anything about that school at all?

Washington and D? You're talking about the—

The school that's just been put on the national—

Westside, one of the first all-black schools in West Las Vegas.

Yes. It has just been put on the National Register of Historic Places.

Yes, yes, yes.

Did you hear anything about that school when you first moved to Las Vegas?

I hadn't heard that much about that school, no. But we just knew it was one of the first schools, they were saying, yes.

So getting back to what you were just telling me about, what kinds of other elements did you bring from your old school, Highland, to Ruth Fyfe?

The breakfast program. I instituted a breakfast program, feeding by classes rather than everybody going in the cafeteria at the same time in order to preserve time out of the instructional program. Prior to that, the previous principal had everybody going in there that was on free breakfast at the same time, which is chaos because they're missing instructional time. I had them come by classes and teachers supervising. I rotated where—I think the largest I had was about four first-grade classes, and one teacher would take care of the entire first grade instead of all of them in there at the same time with first-grade classes. So I rearranged their schedules so they would miss the minimum amount of instructional time.

I did the same thing with the PE program. I was preserving as much instructional time as possible so the kids wouldn't miss it. All of them out there and they respect that. Some of the

teachers would take a break and some were supervising the playground and teachers were teaching their PE classes.

I broke up the previous principal's field trip assignments for two reasons; lose a minimum amount of instructional time and bus time as to where their field trips were scheduled. And teachers had to give me some objectives they wanted to achieve by taking their field trips, not just going to a playground or anything, give me some objectives. And give me a synopsis of what your parent-teacher conference is going to be like. I say, now, if you can show me that there's a difference between a report card and a parent-teacher conference, then I consider you a very proficient teacher. Don't have a parent-teacher conference and tell parents about Johnny was acting up, catching the girls, chasing them all around. Teachers would let that parent know where strengths and weaknesses were in their students' academic program. What are students doing for homework? And these types of things.

If you're not going to be able to pick them up, those that miss the bus, why, let me know the morning that they're going to be out of school. If they miss the bus and she can tell you, if after roll call has gone on, if little Johnny is not there, get on that phone and call. Say, well, he missed the bus, Ms. So-and-so, and I don't have any transportation. I said let me talk to the parent. "Mr. Goynes, he's just going to have to miss today," like that. I said, "Okay, where is he now?" "Well, he's sitting in there on the couch or he's stretched out on the bed." I said, "Well, have him dressed I'll be there in ten minutes to pick him up, he's coming to school." Boy, my kids didn't miss school. Yes, I'd go pick them up. Well, I think I'm going to keep him home today. I don't think you are because I just told you I'll be there to pick him up.

Mr. Goynes was driving his Volkswagen.

Bringing my Volkswagen. I said I'll be there. I said we scheduled a parent-teacher conference

for tomorrow evening or the next day, whatever day, and I said I expect you to be there. All right. "Why don't you have those programs during the day?" I said, well, most of my parents work. I said are you're going to miss work? "Oh, no." I said, well, six o'clock tomorrow evening we're going to have parent-teacher conference and I expect you to be there.

I put it to my teachers real lightly. Of course, it had a little fire behind it. I said, well, the parent-teacher conferences are at night. I said you can stay out of Jerry's Nugget and come on out here. I expect you to be here. Your job as a parent is to be here. Man, that's my time. I said that's what I know. I said I don't miss my meetings trying and dying to make that hard eight on that crap table; I'm here. No, I didn't require them to be there, but they knew we were running a good program. And I had a good faculty there. They said, why don't we do this; why don't we do that? Let me mull over this and see what the objectives are.

I had them to supervise the lunchroom although we had a lunchroom aide. I said we've got to teach these kids the stuff that they don't get at home. They kind of mulled over it like the first month and they decided this is not all bad. I didn't bring a peanut butter and jelly sandwich anyway.

And they knew that I was behind them 100 percent, my teachers and my whole staff. That's the truth. Whatever you want, just let me know. Don't try to pop no surprises on me. We just had a good time. Field trips, I felt that I needed to go on one. Make sure that your field trips are part of your instructional program. And I gave them freedom of choosing the field trips that they wanted to take, but just show me the objectives you hope to achieve. They said, well, when Mr. So-and-so was here we didn't have to do all of this. I said, well, I know where he is right now; you want to transfer over there with him? Oh, no, I didn't mean it that way. I said I can get you a transfer. No, I didn't mean it that way. Okay.

That's great. This morning on my way to your home I was listening to NPR and they were talking about charter schools and how of the states in the surrounding areas Nevada has fewer charter schools than California and Arizona and a couple of other states. Do you think we need charter schools especially in areas like we're talking about, North Las Vegas, the Westside? Both of you.

We have good schools here now. I think charter schools are okay if they come in, but I don't think we just specifically need charter schools in order to educate our children. We can take what we have and we can teach. I could teach from a telephone directory if I have to. It doesn't have to be a glorified book or whatever. It's what's within that you bring out. Whatever I have in me, I can teach my students; I can bring it out with whatever I have. I know sometimes charter schools, the population is probably smaller. But still, when I came here in 1964, I had 35 and 40 kids in my class and it didn't make a difference because we actually taught.

Do you think kids are the same today as 1964?

No. No, they are not the same. I don't think so. And I put it on us as parents. And I say us because I am a parent. And I think it's according to what the parents do what rubs off on your kid. And so I think that we need to start first working on our parents. We need to sort of in-service them and teach them how to be parents because most of the kids now are what you call the baby boomers and babies having babies. And a baby is not going to teach a baby that well. So I think that's most of it. But I don't think it's just because they're going to a charter school because look at our school system. We have educators that's coming out of our school district, and lawyers, doctors and everybody, before we even got charter schools. So that's how I feel about it. But they are great, now. I'm not knocking them.

At one time when it first started, the charter schools started, I thought, and I still think in some

respect, it's another form of segregation, educational segregation because, now, see, as time changes the name of educational programs in some schools, certain schools, would make a difference. Now, what's a Prime Six? What's a Prime Six school? You're there as an administrator and as teachers to provide the best educational program for your students. That means teaching the reading, writing, arithmetic instead of labeling it as a Prime Six school or charter school. Why does it have to be different? Why do you think you have IQ tests? Why do you think you have achievement tests? You find out where the kids' level of learning is and then you find that out through testing and then you start working with the low achievers. You don't have to label them that they attend a Prime Six school. Make them all Prime Sixes and get that through your teachers. Say, hey, you've got X number of students here that need some help.

This is where you institute your parenting program. We can't do it all here in five hours. That's why you've got homework and you've got parent-teacher conferences and we'll let you know what the student's shortage is. That's why we give you the report card. You look at it and if there are comments on the back of that report card that means you better get in here and see your teacher. Don't come to me wolfing and going on about that teacher isn't teaching my child nothing.

It makes a difference when you keep your student enrollment at a level where you can get some one-to-one teaching. And you certainly can see some changes when you get your homework assignments, go back and review those. And then always, no matter how heavy your schedule is, at least try to find some time in there where you're going to have a parent-teacher conference, have a parent-teacher conference and get in and say, look, here's a weak area where I can show you how you can help your child. Now, don't call me and tell me that you told Joe Blow that teacher ain't teaching my kids or teaching those kids nothing; I want to put him in this

classroom. Well, that's not going to work either. Now, I don't believe in that. You're not going to go in there and chew out one of my teachers. Come in here and chew me out. That's what I'm here for. We just work out a program that's going to meet the educational needs of the students. You can tell when some teaching is going on. I observed my teachers and I observed my students. Let's work together. I set up the educational program where we're going to have extra reading activities and we're going to have all the instrument it needs to help little Johnny or little Jessica do better homework in math. We're going with the basics.

And I have been known to go in and tell my teacher why don't you go in the library while the students are with the librarian; sit down in there and complete your lesson plans. Don't wait until Friday morning during your break and try and do a lesson plan for next week. Do it on your break and turn it in to me on Friday afternoon. I don't ask for your plan book that much anyway.

How many hours per week does a good teacher work? Let's say a fourth- or fifth-grade teacher where there's homework, papers to be graded. How many hours a week does a good teacher work?

That would have to depend upon the teacher. I don't know if we can put an hour on it because we work all the time. I don't think we can really put an hour. And that depends on the teacher because I know when I was in the classroom, like you give homework assignments, you give assignments in the classroom, and you have to be organized to get all these things done. So I really can't put the number of hours on it, how many hours a teacher should work.

And I'm not even saying should.

Yes, they do. Work until the job is done; that's my thing. I would never go in the classroom not prepared. I'd always get mine done, yes.

Wow. Amazing.

There are the changes take place when you got specialists. Like, when we first went in the classroom, we'd have to take them to recess. The child had to have so much time during the day for recess. We'd have to chaperon, lunchroom duty. Then we had classes broken up; we'd have to move them from one class to the other. But now since we've brought on teacher aides and specialists, like PE or library aides, this type thing, that gave us time to prep. Now we have teacher prep time. While students are in the library, a teacher can be working on prep for the next day's assignments or activities as opposed to working on plans when they go home in the afternoon, they've got time to catch the late news on TV or something like that whereas doing the prep time at school. So it makes a difference.

Field trips are very, very, very important, too, as long as their education isn't being jeopardized, although we have some free tickets to some of the little carnivals that come to town and take kids. There's nothing wrong with that.

Give me an example of some good field trips. You've mentioned field trips now maybe two or three times. Give me an example of what you thought were really good field trips for your students.

Well, each year we have Library Week and some of the kids only get to know about or see about libraries being at the school, but we have county libraries and city libraries. Hey, we're going to the library and it's freelance there. You go and ask the librarian we want to see some books. I mean they've got comic books in libraries now that are educational. We just don't want them to go there just like they're leaving one classroom and going to another classroom. The library is a field trip where the student can scout around in there and pick what they want to get, freelance. Even if you've got a skating party, you can take them to a skating party where they can bring

their own skates.

A lot of them have to work hard to get there. It's not just saying you're going because you're going. It's commending them for a great job that they have done. It's reward.

It's reward.

It's reward for them, yes, and they work hard for that. Going to the fire station. If they're aged enough, like we have student councils in the school, and sometimes you take them to city hall.

They can see the workings of the council. Yes, there's a lot of field trips you can go on. And we used to go to the farm out there, take them to the farm, let them pick vegetables and fruits and all that type stuff.

Excellent. Wonderful. Are there any other comments—oh, one other thing before I ask you that. We know that the community has changed since '64 to now. I want to talk just a bit more about the spiritual life, not necessarily religion. I know that we have Baptist churches and Episcopal churches and Protestants, all kinds of churches.

All churches, yes.

But the spiritual life in the black community. I want you to talk to me about what's important about that, how you think that should be carried over into your everyday life.

The spiritual community is the backbone of the black community because, as we've been saying before, the Westside, which is really the black side, where most of the black Americans live, you have maybe a hundred or so churches on this side of town and it's very important for us to bring our children up in a Christian environment because it's good for the community. If you're in a Christian environment and you know we teach love and it's about God and we're supposed to live by all his rules, that makes us a better community and it's better for our children. In our churches we have activities for our kids. A big thing with the black churches especially, we

have our little praise dances and they go around and they dance in the church. We have the Men of Valor in our church in Second Baptist. They perform.

What is that?

Those are those great men that are tough and they're holding on. So they go and perform, too. They're a dancing group. They perform also. We have the girls' group, also, praise dancers. We have a children's church. All that carries over into community and makes excellent citizens. That's what it's all about. That's why we spend so much time in our churches.

Perfect. We are about to wrap up. So I would love for the two of you to make any closing remarks that you'd like to make, anything that you've forgotten, any stories you'd like to tell.

I would like to relay some of the experiences that I've had, and we'll use the term again, Westside. My first experience at an all-black school, Highland Elementary School, was quite an experience because coming from my experiences in non-segregated schools like Los Angeles public schools and the Navajo Indian Reservation, all-Indian students as opposed to all African-American schools here in Clark County when we first moved here coming from Navajo Indian Reservation, and the experiences that I've had in the past in those schools that it was quite unique here to us and especially to me because I'm the educational leader in my household at that time and still carry a part of that title now in retirement. But the experiences that I had over at Highland, which is in the West Las Vegas area, was one that I could write a book about. I had a population of my parents there that were limited in their educational sphere, but they were very, very respectable and they put it all on me; whatever Mr. Goynes said is Bible, said he can't tell you anything wrong and he instilled that in his faculty, faculties of all races, both the seniority people and the new people coming in. He laid a background out to them what he

wanted and expected of them.

Don't bring it to me that my child can't learn. All children can learn. And I tried to provide a learning situation for them and I certainly gave my teachers the autonomy to shoot their best shot when it come to delivering that instruction in the classroom. And if I catch you short, I'm going to let you know. You can get all kind of lawyers that you want, but if I say you've got to go, you've got to go.

But I had the cooperation of all of my staff; well, I had some “thumpkins,” non-scores. But for the most part, they were cooperative. And I found one thing that I really had to check with my wife on is that I had a host of single-parent children and I had to play the role as both parents many, many, many times. It took me a while to find out that some of the reasons for that stalwart in the education of our children, the parents just didn't know. I had parents from various parts, especially African American or black, whatever you want from different parts of the United States. Believe me, there was a difference and I don't make any excuses for letting you know that because my being by birth a Texan is the same situation as opposed to 95 percent of my students at my early school was from Louisiana. I was stationed in Louisiana, Shreveport, Louisiana at Barksdale Air Force Base. So I know about Louisiana. But some of the parents there were different and I had to deal with that situation. But they had one thing going for them. They loved their kids. And believe me, he was just like me, he'd let you know from jump street, hey, that's my child, that's my child and I expect you and your faculty to get some learning into him; I don't send him up here for him to play on that playground all day. I had the best cooperation of any schools that I worked in, best cooperation from parents, oh, not without them telling me hey. I take pride in saying that those Westside parents were very good to me.

Now, I've had to throw a cloak or daggers on some of my teachers because my teachers would come back and say, well, I don't have to take this. And then, I don't have to take this. I say let me handle it. It's going to be all right. I know it's going to be all right. I know how to talk back, too. But you get those from all spheres of parents and teachers. But for the most part of it, I had good community cooperation. I've had coworkers say, Man, everywhere I go I hear somebody talking about you. Some of it was good and some of it was bad. They tell me that you don't take no "stuff." I said, hey, I'm there for the kids and any way I can help a parent I'm going to help them. I said, but I'm going to run my show. There's three ways you can do it: The right way, the wrong way, or the Goynes' way; pick you one; pick you one. I said this is my show.

I make the classroom runs and I say, well, where is little Johnny? Little Johnny ain't ready this morning. I said, "Shirley, where is he?" "Let me call." I said, "Get that parent on the phone." And I said, Where is Johnny, Mr. or Mrs. So-and-so? Well, Mr. Goynes, I thought he was going to be sick this morning and that boy is in there. I said what you mean? Well, he's sneezing and going on and I thought after about ten or 15 minutes he was going to stop. He's stopped, but he's gone back in there and got him a bowl of oatmeal sitting there watching TV. I said, well, I tell you what; you've got about 15 minutes to get him dressed because I'm coming and picking him up. Well, he can miss one day. I said, I'll be there in about 15 minutes; have him dressed. Well, he ain't got nothing to wear. I said, well, put something on him; I'll take him and buy him some clothes. He can buy Popsicles over here and I have a Popsicle for him or I'll go get him some. Well, if you say so. I just said it; I hate to repeat myself, too, but I'll be there. I'd go get him.

Thank you so much. That's wonderful.

Mrs. Goynes, did you have any remarks that you'd like to make, anything you'd like to add that you just didn't think of saying earlier?

I want to say that I am very pleased with being in North Las Vegas for 49 years. We started here as teachers. I was a kindergarten teacher, very successful with my students and my parents. Just like I told you before, always work with your parents; that's what it's all about because if a parent knows what's going on, at least they will try. And if they don't try, I can help teach them, which I have done a lot. Parents have a lot of confidence in a person who they can trust. And they will trust you if you explain things to them and if you help their children. Mr. Goynes and I have always been the type of parent that's always involved in our children's education. So we have taken the job on to a lot more parents and students.

You could come in this house and you could find us teaching students along with ours. We have driven them to school. They'll tell you right now, say, oh, Mr. Goynes or Mrs. Goynes, we're going home with them or we're going to do whatever we have to. But we have always been dedicated to educating children and we are still doing the same thing right now. Although we are retired, we're still educating students. They come here. They eat. I used to cook all the time. We were not parents that always had our kids to go to McDonalds. While the kids were doing homework, I'd put a meal in the oven for the next day and we would do that all the time. Students were always in our house. Even when my kids were in college, they would have students to drive here. They went to school in Texas and they would drive here because they were coming home with the Goyneses. We even had faculty members come here, yes, driving from Texas. So we would entertain. And we're still doing it now. We had one little girl here—well, she's a young lady now—from North Carolina that we used to baby-sit and she would come right to this house. So the only thing I'm trying to get across is that, parents, please

stay involved with your students. It's very important.

I worked in elementary school here. I also worked in the high school first. I was at Clark High School. And I would have so many parent conferences and giving advice to parents. Sometimes they would come in there and say, "I don't know what I'm going to do with this child." I'd say you come to my office and we will sit down and talk. We really worked a lot of things out. Then after I finished at the high school, I went to junior high school and it was the same thing, working with parents.

So after you stopped teaching kindergarten, you did what?

After I stopped teaching kindergarten, actually I worked for Scott Foresman Publishers. I worked there with the DISTAR program. That's where I got it from. I used to travel, but it wasn't during my workdays. On weekends I used to travel from state to state teaching, in-service, training teachers how to teach reading and language arts.

After that, I decided that after my kids grew up—I stayed in the elementary schools because I had a lot of time to be with them. But after they grew up, I said I think I'm going to try administration. I was a dean of students at Clark High School. After I worked there as a dean I said, well, the kids are in college now; I'm going to try, really, administration. So after I left Clark—it was so much work at Clark. You have your athletics program. You have all these things. I had spent so much time. Then I said I'm going to a junior high school, which will probably be better and give me some time. So I left Clark High School and I went to Jim Bridger Middle School and I worked there until I retired. I was assistant principal.

In fact, I was assistant principal at Clark. After I was a dean I was an assistant principal at Clark High School. After that, I came to Jim Bridger and I stayed at Jim Bridger until I retired in 2000.

Clark County has been good to us, our whole family and we just love it. We love the school district. And the school district is still good. It's beautiful. We're trying to educate our kids. The only thing I need to say right now as far as the school district is concerned, keep up the good work that you're doing. Be sure you use a diagnostic, prescriptive procedure when we're working with these kids so we can find out where they are and what kind of program that we need to provide for our students.

Most of all, like I always say, number one is that parent. We need to work with our parents because some of our parents still need help just like we do because we have to go to school. We keep going to school. In fact, my certification is still good and I plan to renew it because, I don't know, I may want to go back to work. As long as I have the energy, I do that. Now we have five grandchildren and they are just lovely. We have three grandchildren in college and we help them all the time. We do all of this stuff. So we're still teaching.

I would just like to say I've enjoyed being here in Clark County, North Las Vegas. I think Mr. Goynes and I will stay here. We're not the type that says, well, we're retired, we need to go back home. We are at home. So this is our home. And I'd just like to say to our new superintendent of schools and the school board keep doing what you're doing and it will be great.

That's wonderful. Earlier you said something about your children going to college as far away as Texas. Where did your three children go to college?

Okay. Now, Mr. Goynes is a graduate of Texas, Prairie View, and our three children are graduates of Prairie View A&M University in Prairie, Texas.

All of them went to your alma mater?

All three of them attended his alma mater. They didn't choose my alma mater; they wanted to

go where Dad went. So they all three graduated from his alma mater with degrees in Criminal Justice, Business and Music. We are so happy and we're fortunate. But I think we set the tone for our kids.

You did.

See, we set the tone and they knew better. I was just listening to my husband all the time because he's talking about how he would call the houses and say, "Get that kid up; I'm coming to get him." That Volkswagen is still in the driveway there. And my daughter would tell you right now we could not play that on my mother and daddy. She said we couldn't be sick or we were really sick before we could miss class. But I believe in that because a lot of times you can hear people say, Those old teachers are not doing a thing to my child. What are you doing as a parent or as a neighbor? What are you doing for the kids? We have to be involved. That's one thing I always believe in. And as of to this day, we have five grandchildren. Mr. Goynes and I are just as involved in their education as we were in their parents' education. And you can tell the difference in the children when you're involved and stay connected with them. Right now we don't miss football games, volleyball games, basketball games, or performances. We have one that's going to be an entertainer, I think. If they have football games out of state, we are there. We have a track star, also. We just don't miss the activities.

One's leaving tomorrow—is it tomorrow evening?

Oh, yes. He's going to Idaho with a school group. But they stay busy. That's what it's all about; keep them busy. Keep something for those kids to do. That's what we have done all our lives. So we do everything together.

He is heavy into drama. I said, what are you going to Idaho for? I tell you what; you bring me some potatoes back from Idaho.

My thing is stay together, work together, show love. I tell my kids every day how I love them. I don't care what it is. And they like that. They like it. So that's what we need to do.

I appreciate this so very much.

Oh, we have enjoyed you. It's so nice for you to come in our home and you are welcome any time.

When you talked about all those people coming back and all the good food, I'm going to be back.

She knows my motto. I told her this the night of our honeymoon. And as of our 53rd year of being together, people say, *well, how long have you all been married?* I say I've been sleeping with her 53 years. I said, now, listen, if things get a little rough in here conversation-wise or (indiscernible) think about it. I said, now, if you ever decide to leave, take everything with you because there ain't no point in making two trips.

And you have to remember, too, the end of this month, July the 31st, it will be 54 years. And I wouldn't trade a one of them.

Hello. Hello.

Oh, my goodness.

That's perfect.

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BIOGRAPHICAL HIGHLIGHTS - November 5, 2011

Retired Junior High School Assistant Principal Naomi D. Goynes has been a resident of North Las Vegas since 1964. She resides at 704 Veronica Avenue with her husband Theron H. Goynes. Mrs. Goynes was employed by the Clark County School District for 36 years. She served as a kindergarten teacher, reading specialist, team leader for Teacher Corps, reading improvement teacher, in-service presenter, dean of students and junior high school assistant principal.

Mrs. Goynes received her Bachelor of Science Degree in Home Economics with a minor in Chemistry from the University of Arkansas Pine Bluff, in Pine Bluff, Arkansas in May 1956. In August 1956, her first teaching assignment was in Nashville, Arkansas. She taught Home Economics and sponsored the 4-H Club. She also taught Kindergarten on the Navajo Indian Reservation from 1960-1964. Mrs. Goynes and her family moved to Nevada after spending four years on the Navajo Indian Reservation (BIA), the United States Department of Interior Bureau of Indian Affairs.

In May 1970, Mrs. Goynes completed her Masters of Arts Degree in Elementary Education with a minor in Music from Northern Arizona University, Flagstaff, Arizona. In May 1977, she completed her Educational Specialist, (ED.S) Degree in Educational Administration with a minor in Curriculum from the University of Nevada, Las Vegas, Nevada. Mrs. Goynes holds the current Nevada certificates of licenses: Elementary, Professional Teaching K-9 and Professional Special Administrative K-12. She served as a Reading Consultant for Science Research Associates, Inc. from 1968-1975. Mrs. Goynes conducted in-service training for "DISTAR" Reading, Language and Mathematics in Nevada and Arizona. She was successful in getting the Clark County District to adopt the Distar Reading, Language and Mathematics to be added to the curriculum. Mrs. Goynes served as a member of the CCSD Assessment Team. They visited schools to assess programs using the CCSD assessment instruments in relation to the CCSD Elements of Quality (Standards of Quality), 1975-1977.

Mrs. Goynes has worked long and hard as an educator, wife, mother, grandmother and campaign manager for her husband, Former Mayor Pro Tempore Theron H. Goynes. She devoted a total of 42 years as an educator spending tireless efforts and being sensitive to the needs of students, parents and staff. Mrs. Goynes was a dedicated and loyal member of her administrative team.

IN-SERVICE WORKSHOPS CONDUCTED OR PROGRAMS DEVELOPED

1. Planned, organized and prepared a curriculum guide for grades 6-8.
2. Supervised, trained and evaluated Teacher Corps Interns in the use of the CCSD Curriculum Guides.
3. Conducted in-service workshops on Diagnostic Prescriptive Teaching and the CCSD Curriculum Guides.
4. Organized the first DISTAR Programs in CCSD, (Reading, Language and Mathematics).

5. Conducted in-service training on DISTAR Reading for CCSD teachers.
6. Member, Teacher Corps National Planning Advisory Board. Set up training in Washington, D.C.
7. Taught a course, "Competency Based Education", University of Nevada, Las Vegas, 1974.
8. In-service training for teachers on the use of CCSD Reading & Math Management Systems, 1974-78.
9. Revised the CCSD Kindergarten Curriculum Guide, 1973-1975.
10. Planned Curriculum Course Offering Guide, 1984-1989.
11. Supervised the implementation of total school curriculum, 1978-1984.

COMMUNITY PARTICIPATION

1. Member, State Health Coordinating Council. Planned, organized and coordinated plans to improve health services for citizens in the State of Nevada..
2. Member, Alpha Delta Kappa Sorority - Educational Organization.
3. Sponsor, 4-H Club, Girl Scout involvement. Developed positive self-esteem in boys and girls.
4. Parent Council - Parents were involved in the education of students.
5. PTA - Keeping parents informed of District and School Objectives.
6. Supervisor of student activity programs on the middle and high school levels.

AWARDS

1. Certificate of Recognition. Veterans of Foreign Wars for Leadership as Esteemed Representative of American youth.
2. Teacher of the Year Award, "Revised CCSD Kindergarten Curriculum Guide."
3. Certificate of Appreciation, "Faithful Service to Jim Bridger Administrative Staff, 1992-1993."
4. Certificate of Appreciation, "In Recognition of Faithful Service to Jim Bridger's Communications Studies."
5. Certificate, "In Recognition of Outstanding Efforts to Further the Cause of Multicultural Education in CCSD, 1995-1996.
6. "RAVE REVIEW" Recognizing A Valued Employee Awarded to Naomi D. Goynes, Clark County School District, October 7, 1998.
7. Plaque: Las Vegas Suns Basketball Team and Coach Monroe Turner - Genuine support and use of the gym at Jim Bridger Junior High School, 1996.
8. A Falcon Salute to Naomi Goynes - In appreciation for all your efforts in planning and coordinating the dedication ceremony. It was a great success and it was due to your hard work! A million thanks for making, Jessie Phee, Principal, November 5, 1999.

PROFESSIONAL AFFILIATIONS

1. Second Baptist Church, 47 years.
2. National Association of School Principals
3. Clark County Association of Secondary School Principals
4. Alpha Delta Kappa Sorority
5. International Reading Association
6. National Association for the Advancement of Colored People (NAACP)

Former Mayor Pro Tempore Goynes Theron H. Goynes community, serving on a number
of elected and appointed boards and committees.
704 Veronica Avenue
North Las Vegas, NV 89030

Phone: (702) 642-7098 FAX: (702) 642-7087 E-mail: Tngoynes@aol.com

BIOGRAPHICAL HIGHLIGHTS - November 5, 2011

Retired Elementary School Principal, Former North Las Vegas City Councilman & Mayor Pro Tempore Theron H. Goynes has been a resident of North Las Vegas since 1964. He resides at 704 Veronica Avenue with his wife Naomi Delores Goynes. Former Mayor Pro Tempore Goynes was employed by the Clark County School District for 27 years as a teacher, counselor, Adult Education Coordinator, Assistant Principal and Principal.

Former Mayor Pro Tempore Goynes received his Bachelor of Arts Degree in Business Administration from Prairie View A & M University, Prairie View, Texas in January 1952. He served in the United States Air Force from 1952-1956. After his Honorable Discharge from the Air Force in May, 1956, he entered the teaching profession. His first assignment was a Junior High School Business and Math teacher in Nashville, Arkansas. He also has teaching experience in the state of Texas, California, Arizona and Nevada. Former Mayor Pro Tempore Goynes and his family moved to Nevada in 1964 after spending four years on the Navajo Indian Reservation as a teacher and coach for (BIA), The United States Department of Interior Bureau of Indian Affairs.

Former Mayor Pro Tempore Goynes completed his Masters of Arts Degree in Educational Administration from Northern Arizona University, Flagstaff, Arizona in 1964. He has also completed postgraduate work at the University of California, Los Angeles, University of Southern California, University of Oregon, Eastern Oregon College of Education and the University of Nevada, Las Vegas.

Former Mayor Pro Tempore Goynes has worked long and hard to build and strengthen the community. For more than 20 years he has been involved, serving the people of North Las Vegas and Las Vegas. He served his first appointed term as councilman in 1972-1973 and a second appointed term in 1979-1981. In 1981, Councilman Goynes ran for office and won a full four year term. He was re-elected by a wide margins in 1985 and 1989 and again in 1993. Mr. Goynes served as Mayor Pro Tempore for twelve years. He was instrumental in getting the name of Kermit R. Booker Sr. Elementary School (Former Highland Elementary School) named in the honor of a Las Vegas pioneer who was an educator in the Clark County School District. Mayor Pro Tempore Goynes was also instrumental in the creation of the Martin Luther King Blvd. which was dedicated on September 5, 1989 to honor the great Dr. Martin Luther King Jr.

Former Mayor Pro Tempore Goynes was very active in the community, serving on a number of elected and appointed boards and committees, including:

- 1. North Las Vegas City Councilman**
- 2. Mayor Pro Tempore, twelve years**
- 3. Economic Opportunity Board of Clark County: Chairman/Vice Chairman**
- 4. Clark County Clearing House Council (A-95Review): Chairman**
- 5. Clark County Regional Transportation Commission: Vice Chairman**
- 6. Clark County Regional Flood Control Commission: Board Member**
- 7. North Las Vegas Housing Authority: Commissioner**
- 8. North Las Vegas Redevelopment Agency: Board Member**
- 9. North Las Vegas Windsor Park Task Force: Chairman**
- 10. North Las Vegas Capital Improvement Task Force: Chairman**
- 11. North Las Vegas City Bonding Task Force: Chairman**
- 12. Frontier Girl Scouts: Board Member**
- 13. National League of Cities, Intergovernmental Finance Committee: Board Member**
- 14. Clark County School District Educational Foundation: Board Member**
- 15. Military Review Board: Member**
- 16. Mayor's \$1 million Grant/Recreational Task Force: Chairman**
- 17. Clark County A-95 Regional Planning Council: Chairman**
- 18. Deferred Compensation Committee: Member**
- 19. Nevada League of Cities: Member**
- 20. Clark County Board of Equalization: Member**
- 21. Las Vegas Convention & Visitors Authority Board: Member**

Former Mayor Pro Tempore Goynes was (is) an active member of the following organizations:

- 1. Second Baptist Church: Member for 46 years**
- 2. Clark County Elementary Principals Association: Former Member**
- 3. Clark County Association of School Administrators: Former Member**
- 4. National Association of School Administrators: Former Member**
- 5. National Association of Elementary School Principals: Former Member**
- 6. North Las Vegas Democratic Club: Member**
- 7. (NAACP) National Association for the Advancement of Colored People: Member**
- 8. Kappa Alpha Psi Fraternity: Life Member**
- 9. Boulder Dam Area Boy Scouts of America Executive Board: Former Member**
- 10. National Forum for Black Public Administrators: Former Member**

Former Mayor Pro Tempore Goynes has received numerous awards and appointments for his involvement in local, state and national activities.

He was honored as the 1992 "Public Official of the Year" at the Nevada League of Cities' annual meeting in Winnemucca on August 22, 1992.

On Friday, July 11, 1997, the City of North Las Vegas honored Mr. Goynes with "A Tribute to Theron H. Goynes as a leader, councilman and father.

On Saturday June 20, 1998, the City of North Las Vegas held the Mr. Theron H. Goynes Park Dedication Ceremony to honor him by presenting the City of North Las Vegas Theron H. Goynes Park located at 3909 West Washburn Road.

On November 12, 2002, the Clark County School District's School Name Committee recommended that an elementary school be named to honor Theron H. & Naomi D. Goynes.

On December 12, 2002, the CCSD Board of Trustees recommended final approval to name a school to honor Theron H. & Naomi D. Goynes.

On August 29, 2005, the Theron H. & Naomi D. Goynes Elementary School located at 3409 Deer Springs Way, the first school to open within Aliante, a master-planned community in North Las Vegas.

On Saturday, August 24, 2010, Former Mayor Pro Tempore Theron H. Goynes and his wife Naomi D. Goynes were honored by the College of Southern Nevada by being selected to receive a 2010 Catalyst Award. The award was presented at the M Resort. The College selected the Goynes to receive this award for the wonderful contributions they have made to build our community. The CSN Foundation funded and established a named Theron and Naomi Goynes Scholarship for students pursuing a degree in education.

Mr. Goynes is being recognized by Cambridge Who's Who for demonstrating dedication, leadership and excellence in education. He will be profiled in the 2010 Exclusive Registry.

The Martin Luther King, Jr. Committee of Las Vegas named Mr. Goynes and his lovely wife, Naomi, as co-marshals for the January 17, 2011 Martin Luther King, Jr. Day parade.

On March 14, 2011, Mr. Goynes and his wife, Mrs. Naomi D. Goynes were honored by the Nevada System of Higher Education - University of Nevada, Las Vegas, Board of Regents by selecting us to receive the 2011 Distinguished Nevadan Award. This award was presented to us by Regent Mr. Cedric Crear at the Spring Commencement Ceremony.

Mr. Goynes has been married to Naomi Delores, a retired Middle School Assistant Principal for a total of 53 years. Mrs. Goynes was employed by the Clark County District for 36 years. They have three children: Kimberly Lynee' Goynes, Byron Anthony Goynes, (Lydia) and Pamela Allison Goynes-Brown,(Romero). Five grandchildren: Bobby Ray Owens, III, Mahlia Caprice Posey, Joi Antoniette Goynes, Michael Anthony Owens and Joshua Anthony Goynes.

Retirement has afforded Former Mayor Pro Tempore Goynes the opportunity to serve on several boards on a part time basis. He also allots time for his hobbies which include reading, gardening, cooking and traveling. He is also popular with local, state and national groups as a guest speaker.

The Goyneses save 15%

Still salting it away in their sixties

Who says you stop saving once your peak-earning fifties are history? Not Theron and Naomi Goynes, 66 and 61, who are still saving roughly 15% of their \$130,000 income. Theron retired after 27 years as a school administrator but now works part time as assistant mayor of North Las Vegas. Naomi is an assistant principal at a North Las Vegas middle school and has no immediate plans to scale back. Says Theron: "Now that we are financially secure, we want to keep earning so we can help our grandchildren as much as possible."

Credit the Goyneses' enviable position largely to 30 years of diligent savings. Back in 1964 they began putting away \$50 a month in a savings account. As their income grew, they gradually boosted their savings, despite the cost of putting three children through college. "You're never too young to start saving," says Naomi. Fortunately, good habits are as hard as bad ones to break. Each month the Goyneses now funnel \$1,600 into their credit union

savings account and a tax-sheltered annuity invested in stocks. All told, they have amassed \$200,000. In addition, they also tuck away \$100 a month in U.S. Savings Bonds for each of their three grandchildren, a fund that now totals more than \$10,000. "We believe that education is the key to all good fortune," says Theron, "and we want our grandchildren to have as many opportunities as possible."

The couple weren't always model savers, however. Twenty years ago they found themselves \$50,000 in debt on nine credit cards. "As soon as we ran up the limit on one card, we'd start on the next one," says Theron. So they called a halt to their spending, cut up all but two credit cards and consolidated their debts with a credit union loan. It took six years to pay off the debt, but they managed to keep up their monthly savings during that time. "We sat down and made a list of our wants vs. our needs," says Theron, "and we decided to make some sacrifices."

These days, the Goyneses still enjoy spending, but in moderation. "I have a weakness for suits," Theron admits, while Naomi loves to buy shoes. The Goyneses own five cars and recently also spent \$20,000 to fix up their five-bedroom, \$180,000 house.

The couple have boosted their debt load too, but not excessively. In 1990, Theron took out a \$57,000 tax-deductible home-equity loan to pay off the note on his '91 Mercedes and pay down a \$17,000 MasterCard bill from his children's three weddings.

Even so, the Goyneses can afford a few extravagances. When they both finally retire, perhaps in 1997, they will pull in an annual retirement income of more than \$90,000 from their annuity and inflation-adjusted pensions, plus Social Security. Jokes Theron: "Our children kid us that when we pass on, they're going to live well."

A PENNY SAVED:

The Goyneses say you should start saving now even if you can put away only a few dollars each month. No matter how small the amount, they note, it will still add up.





STEVE MARCUS/ LAS VEGAS SUN

THON GOYNES, a retired school principal and former North Las Vegas councilman, looks over the park on Washburn Road that will be named in his honor in a ceremony Saturday.

NLV honoring Goynes for community contributions

By Adrienne Packer
LAS VEGAS SUN

It was nearly three decades ago when former principal Theron Goynes left his all-black Highland Elementary School to lead a predominantly white school across town.

The transfer was part of a new program implemented to help guide schools away from segregation, and the 68-year-old Goynes remembers the turbulent time well.

"It was a pretty harrowing experience," said Goynes, who walked door-to-door and introduced himself to doubtful parents. "But we weathered the storm."

Goynes went on to play a vital role in integrating the community. He concentrated on introducing recreational activities that brought children of all ethnic backgrounds together.

It's only fitting that a new park where children of all races will play together be named after Goynes. At 10 a.m. Saturday, the city of North Las Vegas will officially open Theron H. Goynes Park at 3909 West Washburn Road.

"I'm elated and I'm proud

there is a spot in somebody's heart to say, 'Well done,'" Goynes said.

Goynes said the community picnics and athletic leagues he created years ago allowed children to learn more about each others' cultures and gave their parents a chance to meet one another.

Those relationships fostered by Goynes carried into the classroom, making the integration process smoother.

"The kids thought all the activities were fun, but at the same time we developed a camaraderie with each other," Goynes said. "Together, we made a concerted effort to improve in the aspects of education, recreation and integration."

Goynes was recognized not only as a strong leader in the school system, but also in the political arena. He was appointed to the city's recreation advisory board and eventually was elected to the North Las Vegas City Council.

He spent 18 years on the council before he was defeated in the 1997 mayor's race by Michael Montandon. During his

lengthy tenure, five new parks and a library were built in North Las Vegas.

"Parks give kids an outlet," said Goynes, who raised three children in North Las Vegas. "My philosophy was parks are family-oriented. You need park benches, barbecues and horse-shoe pits — places a family can go and really enjoy the afternoon."

Kenny Guinn, who was superintendent of the Clark County School District during part of Goynes' 28 years with the school system, said Goynes always pitched innovative ideas to the School Board.

The gubernatorial candidate said not only was Goynes an excellent principal, but as a resident and council member, he had a positive impact on the development of North Las Vegas.

"He did a lot to help integrate the community," Guinn said Thursday. "People got to know each other and listen to each other and talk to each other. It really helped the overall community in its quest for desegregation."

"He is the kind of person things should be named after."

Congratulation!!!

Theron & Naomi Goynes
Education Scholarship

College of Southern Nevada Foundation Legacy of Achievement Award Honorees

Theron and Naomi Goynes have served Southern Nevada education for a combined total of more than six decades.

Theron Goynes retired as a principal in the Clark County School District in 1991. Nine years later Naomi Goynes, who had served Clark County as a teacher, principal and high school dean, followed suit after her 36-year career with the district. She worked to instill self-esteem and character in students and developed programs to inhibit gang behaviors and drug abuse.

A North Las Vegas elementary school has been named in the couple's honor.

Apart from his 27 years of service to education, Theron Goynes served for 20 years as a North Las Vegas councilman, 12 of which were spent as mayor pro-temp. On September 18, 1981, he officially became the first elected African American in Nevada history to head a government body when he chaired a council meeting in the absence of the mayor.

Mr. Goynes helped re-name Highland Avenue to Martin Luther King Boulevard and has been recognized hundreds of times by dozens of Southern Nevada organizations for his good works. In 2008, he received a Channel 8 Community Spirit Award, a Las Vegas city park was built and named in his honor, and he was recognized by Nevada League of Cities as public official of the year, to name only a few.

Mr. Goynes is the fourth out of five brothers to be diagnosed with diabetes. His older brother died from the disease and Mr. Goynes has become a passionate advocate, working to educate African Americans about diabetes.

The Goynes have lived in the Las Vegas Valley since 1964. Living in a growing community and working in an expanding school district, the Goynes provided leadership and many students with a home away from home, extending themselves to young people living in Southern Nevada who were without other family members in the area.

Theron and Naomi Goynes



DID YOU KNOW?

- ★ Moved to Southern Nevada: 1964.
- ★ Favorite Song: "I Only Have Eyes for You"
Lyrics by: Al Dubin; Music by: Harry Warren
- Frank Sinatra/Rob Steward/Harry Connick.
- ★ Favorite Book: "How to Win Friends and Influence People" by Dale Carnegie