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An Interview with Carrie Townley Porter

An Oral History Conducted by Claytee D. White

The UNLV @ Fifty Oral History Project

Oral History Research Center at UNLV
University Libraries

University of Nevada Las Vegas

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Produced by:

The Oral History Research Center at UNLV – University Libraries

Project Director: Claytee D. White

Coordinator and Interviewer for Math and Sciences: Dr. David Emerson

Project Editor: Gloria Homol

Interviewers and Project Assistants: Suzanne Becker, Andres Moses, Laura Plowman,
Emily Powers, Dr. Shirley Emerson, Mary K.
Keiser, Lisa Gioia-Acres

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The following interview is part of a series of interviews conducted under the auspices of the UNLV @ Fifty Oral History Project. Additional transcripts may be found under that series title.

Claytee D. White, Project Director
Director, Oral History Research Center
University of Nevada Las Vegas

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Preface

Carrie Townley Porter, a 6th generation Texan, was born in Central Texas near present-day Fort Hood. Her father, a highway patrolman, was called into the Army Reserve in 1940 and spent some years moving around the country. At one point, his wife and children stayed in Belton, Texas for three years because her father was transferred to places they couldn't go.

Carrie finished high school in Austin, Texas, and attended two years at University of Texas in Austin. She left college to get married, and she and her geologist husband lived in Kansas, Oklahoma City, and Albuquerque. He took a job with the Atomic Energy Commission that required frequent trips to the Nevada Test Site, so the suggestion was made that they just move to Las Vegas. At this point they had three children with no reliable child care so Carrie became a housewife for a while.

The Townleys lived a full and active life in Las Vegas and she eventually got hired as a substitute teacher. Carrie mostly subbed at Gibson Junior High School. She decided to finish her degree at Nevada Southern University (now UNLV) after her principal told her that if she could do that, he would have a job waiting for her.

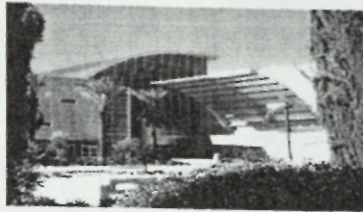
Several of the courses that Carrie took were Nevada history correspondence courses from UNR. These courses were prepared and graded by Dr. Russell Elliott. Carrie also fondly remembers two Nevada Southern history professors in particular, Dr. John Wright, whom she considered a mentor, and Rosemary Masick, who taught English history.

After receiving her bachelor's, Carrie returned to teaching math at Gibson Jr. High. She started an archaeology club on her own and she and Russ Elliott started the first Trailblazer Club (junior history) in the state. She got students involved in the history of the Native Americans in the area and took them on field trips which gave them a chance to participate in a dig.

Carrie has worked in Special Collections in the UNLV library as an archivist, with Sierra Pacific Power Company as a records analyst, and at Caesar's Tahoe as records administrator. She has also been very deeply involved with the Nevada Women's History Project since 1994. This group was responsible for the Sarah Winnemucca Statue Project, which placed a statue of this Native American in Washington, D.C., and a copy of it in the capitol building in Carson City. Today Carrie is doing a collaborative book on Helen J. Stewart with Sally Zanjani. She has done extensive research on Helen Stewart's life, and to this day makes "living history" presentations dressed as Helen J. Stewart. In addition to her history commitments, Carrie still holds onto her records management consulting firm, which she started in 1985.

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UNLV Oral History Project @ Fifty



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This is Claytee White. I'm with Carrie Townley Porter. We are in the reading room in Special Collections at UNLV. And this is February the 7th, 2006.

How are you today, Carrie?

I'm just fine.

Good. And what brings you to Las Vegas today?

Today? I'm researching, finally, my book that I'm trying to finish--my book on Helen J. Stewart I've worked on for 35 years.

You've been working on it for 35 years?

On her, yes.

Oh, this is wonderful. Tell me what has this done for you? Have you been published?

I did an article back in the early 70s, a two-part article on her life, well documented for the Nevada Historical Society Quarterly. I never finally got around to writing the full length book, but I am now in the process.

So those articles, are they the base now?

Yes.

The foundation of this book?

They're the beginning. I'm fleshing out her other family and a little more of what things were like in Las Vegas during her lifetime.

Okay, great. Before I start with where you were born and all of that, I was listening to an interview this morning on NPR. Eugene Warring and Michael Green were being interviewed on NPR. One was asked the question: Who do you think made the greatest difference to this town? Of course, we could say a lot of things. One of the historians answered Helen J. Stewart.

Good for him.

I thought you'd like that.

Because that's exactly what I would have said. This town would not be here today were it not for her tenacity.

That's right. So I'm going to ask you all about her in a little while because that's Nevada history.

But I'm going to start, when did you come to Las Vegas to live?

September the 7th, 1962.

And where were you coming from?

Albuquerque, New Mexico. And I wanted to turn and go back.

Why?

It was too hot.

But wasn't it just as hot in New Mexico?

Oh, no. We never used the air-conditioning unit there in Albuquerque.

Oh, my. So tell me a little about your life, where you grew up, your family, mother, father, sisters, and brothers.

Well, I'm a sixth generation Texan. My people were with Austin's colony. I was born in Central Texas, north of Austin, near Ft. Hood -- what is now Ft. Hood. My father was a highway patrolman early on, and then he was called into the Army Reserve in 1940 and was sent to Ft. Sam Houston in San Antonio where he was assistant provost marshal for a couple years. Then he was moved around the country.

When he was transferred to places where my mother and my older brother and I could not go with him, we went back to this teeny town of Belton, Texas, and lived with my grandparents for three years. I consider that a very valuable thing for me because I had a cousin who taught me English. And by the time I had her for three years, I have never learned one more bit of grammar.

And didn't need it.

Did not need it. I knew it.

Good. Was that high school?

No. Fifth, sixth, and seventh grade.

Wonderful.

I skipped the fourth.

Oh, okay. So was your father ever sent to Europe?

Only after the war. He was over there in Germany with the Graves Registration.

Tell me what that is.

They were trying to find where all of our soldiers were buried and identify them. It was

not a pleasant task, but he was good at it.

So he was a historian.

He was a teacher. He was a historian. He was a comedian. He was a lot of everything, and he was one of my heroes.

Well, good. Did your mother work outside the home at all?

Not for many, many, many years. Not until I was in high school.

What did she do then?

She was in sales, salesclerk.

Okay, good. When you finished high school there -- so you must have finished high school pretty early.

In Austin, Texas. My dad had been transferred in the highway patrol after he got out of the service to the headquarters in Austin where he was a sergeant in the safety section. He did things like talks over the state, trained the teachers who taught driver's ed, things like that. So we moved in my second high school year to Austin, Texas, from Harlingen.

How did you like that move from a small city to a pretty nice-sized city?

I had no problems. It was fine.

Oh, good.

We only had 1500 in my graduating class.

So now, when you finished high school, tell me about your college.

Well, I went to the University of Texas in Austin, and I continued to live at home. I had two years there and then fell in love and got married.

Okay. Now, tell me about your brother, because you have an older brother; is that correct?

I have an older brother and a much younger brother, who is nine years younger than I. They're both living.

Good. And are they Texans or Nevadans?

They are neither. My younger brother, in the service as a young man, married a woman from New Hampshire and has lived there ever since. My older brother was living in Texas, but got tired of people when he retired and moved to the Gila Wilderness in New Mexico where he

lives now.

Okay, good. So are you the only one from that core family here in Nevada?

Yes.

Okay. So you got married after two years of school. How did you end up in Las Vegas?

My husband had his degree in geology from the University of Texas. And he also had an obligation in the service, of course, ROTC. We were in the oil wells in Kansas, and then we went to do his service for two years. We went back there.

Neither of us really liked living in a small town in Kansas, so we went back to his home in Oklahoma City where he worked with his father in his business. Then he decided to set up his own business and moved us to Albuquerque where he set up his business. Unfortunately, it was during a depression and it didn't fly. So he then got on with the Atomic Energy Commission.

And where did that take him?

He was there for about a year or a year and a half. They had him coming to the Las Vegas test site frequently, and then in 1962, they said, "Hey, well, why don't you just move out there." So we moved to Las Vegas at that point.

I had just really gotten my first job. And with two years of college, I had all the math credits I needed to get a degree. I was the only person, even though I was a woman, doing research-and-development statistical analysis for the weapons program.

And that started in Albuquerque?

Albuquerque at Sandia Corp. When I came to Las Vegas, I could have had a job continuing. I had two daughters and a two-year-old son, but I could not get proper day care. So I became a housewife again.

Now, what did your husband tell you, that you can repeat, about the test site and about working at the test site at that time?

Very little, other than there were days -- he started out with the vehicles, and then he moved into project engineer. He represented Livermore, worked with Livermore. There would be days that he would sit on ground zero waiting for the test. The winds would come up, and I think 17 days was probably the longest he sat there.

Now, what do you mean "sat there"?

Stayed at that site waiting for conditions to be proper for the device to be exploded.

So did workers stay at the test site overnight at times?

A lot of them did consistently. He did not. We bought land and built a house as far north in Las Vegas as we could find. And he caught the bus every day.

To?

To the test site.

Now, where was that, the most northern portion of Las Vegas at the time?

Oh, not quite to Smoke Ranch Road. It was on Alpha Drive, which is right by Brinley Junior High School, which I assume is still there. It was not when we started the house. It was when we left town.

Okay. So what kind of neighbors did you have at first?

People who liked to build their own houses and didn't want a tract house because we had purchased one to begin with. Then we built our own. One of my neighbors is still one of my closest friends. She's now living in Irving, Texas. But since that time, we still are friends.

Wow. So now, what did the town look like? Do you remember what it looked like in 1962?

Well, we thought what was on the Strip then from probably -- oh, I can remember the Sahara out to the Flamingo. That was the Strip. When I visited here with my husband when he first was assigned here and I was trying to get things settled and sell the house in Albuquerque, we stayed at the "Flaming O," as he referred to it, the Flamingo. It was a tiny, little thing compared to what the casinos are now.

And we lived a life. We were active in the Episcopal Church. I got started substitute teaching in the school, which was really my first job here. We got involved with the history group in town, the Clark County -- what's the name of it? I was one of the officers. So was my husband. Clark County Historical Society, I believe. Something similar. It's no longer extant. We did things like that.

My husband and his boss started the Sons of the American Revolution, first chapter in Nevada here, and I joined the Daughters of the American Revolution. Things that you would find

in any other community became our lives. So really there was a life here in Las Vegas that did not include gaming.

Oh, yes, just like there is today.

It was not that different from anywhere else we had lived.

Okay, good. Now, do you remember where you did your shopping, your grocery shopping and those kinds of things?

Well, we were north of town. They had -- I think it was a large store called Fantastic Fare. And there was another food store there. I don't remember the name of it. But I do remember in one of their promos, I did win a thousand dollars, which we put into the house we were building.

How did that happen?

Well, it was a new store and they had little cards. Every time you bought groceries, they punched out the amount, and then when you punched your card out, they scratched off the centerpiece. The amount of money that you got, which normally was five dollars, maybe ten, I got one of the few one thousands.

Wow.

And got my picture in the paper.

Oh, that was exciting.

Yeah.

That is so exciting. So you had three children already.

Yes.

Now, I know you had a problem with childcare. How did you solve that problem in order to go into substitute teaching?

I found women who would take him on, not as a childcare center, but just as an individual. We were living in the first house we had bought while we were building it. Then when we built our first house, the neighbor across the street, a wonderful, wonderful woman, took him over and became a second mother to him. So I could start substitute teaching frequently.

Did you ever think about not substituting, but getting some other kind of work now that you had some permanent day care?

No, because the substitute teaching allowed me to say yes and no. If I had a sick child, I

didn't have to go. But I went mostly to one school, Gibson Junior High School. So I substituted for everybody in school. I was there quite a lot. That's when my principal, Niles Baylass, whom I just loved -- he went on to be principal at Western High School -- that's when he told me if I would get my degree, he had a job for me. So that's when I decided to come to Nevada Southern University.

Oh, and what did Nevada Southern look like in 1960? At that time it was probably 1963 or '4?

It was about I think -- I can't remember what dates -- but I think 1964 and '5. I had two years to finish. I started in the spring, went through summer school, went through the next spring and ended in summer school. I did the rest of my credits, took 24 credits a semester and 2 correspondence courses on the side, made the dean's roll and took care of my three children. We were super women back then. We didn't know any different.

Now, what kind of correspondence courses did you take?

Nevada history.

With whom? Through which school?

Oh, Russell Elliott with UNR.

Oh, so students here could take correspondence courses with UNR?

Oh, yes. Oh, yes. A lot had to get a lot of their credits in that way.

How did that work? How did the system work?

I thought it worked beautifully. I took all my history courses -- most of them that I took -- I had taken all the math I needed so I was trying to flesh out a minor in history. And I took, oh, several of them through correspondence with UNR.

So describe to me how the correspondence course worked. How did you register for it? How did they get the materials to you? How did you get them back?

They didn't have the Internet and E-mail, of course, then.

That's right.

I received a packet every week. Russ Elliott had it all prepared. He would have questions on this chapter of book. Then you filled them out and sent them back, and they got graded. You wrote essays. That's what you did. I learned how to easily write essays during the correspondence

courses, which you learn a lot more when that's all you're doing.

That's wonderful.

I had two other history professors that I thought were absolutely wonderful.

Both at UNLV?

Here at Nevada Southern.

Oh, good. Okay.

One of them was Dr. John Wright for whom one of the buildings is named. He had come here to help start the university. He and my husband and I had a wonderful rapport from day one. I considered him my mentor.

When I finished my degree and went to teaching full time, I got a phone call from him one day. He says, "Carrie, could you please come out to my office and talk to me?" I said, "No, no, no, I am not going for a master's degree just because you now have one." And guess what? I was his first graduate student.

Oh that's wonderful.

But there was another professor here who was absolutely magnificent. She taught English history. Her name was Rosemary Masick. She was crippled from polio and taught in a wheelchair, and I thought she was fantastic. I learned so much from her. And she would be so upset with the young students. Of course, I was much older, being a homemaker and a mother and what have you at a time when women were just beginning to go back to school. I consider her a personal friend, as well as John.

But Rosemary would pass out test papers, and she would fume and fuss, and she would almost throw some of them at some of these individuals. She would say to them, "I want you to look at me. I'm in a wheelchair, and I made it through with straight A's. There's no reason with you and everything you have going for you that you can't do the same. This is disgusting, what you turned in."

Frequently, she would give me mine last. She says, "Well, obviously, I wasn't talking to you," because I was one of the older students. And there weren't many. There were not many.

And most of these were kids right out of high school?

Yes, they were the young students. She just did not tolerate their not taking advantage of

what they had.

I think that's wonderful. Where were the classes held?

Well, first, the library, when I first came here, was in the Maudé Frazier Building, and it was very small. But my husband and I had gotten a card earlier, so we were using it already before I went to school.

I think there were a social studies building and a math building, I believe. There were a few buildings, but not many. Not many.

Do you remember any buildings under construction or being constructed in '64, '65?

While I was going to school, they opened the James Dickinson Library, which was wonderful.

Now, was that the round building or the rectangular?

Oh, it was the round one.

Okay. The round one was first.

I think it was the round one. Yes, and then they added on to it, as I recall. But when I went there, they had, I believe, three floors. They had a special collections department. I have since worked with one of the librarians who helped me out then, Alice Brown.

Oh, Alice Brown worked here for years.

Alice Brown worked here for years. And she was another one that did not tolerate the students not taking advantage of their opportunities.

That's great. Have you seen the round building recently?

No. Is it still there?

Before you leave, while you're here doing your research, you have to walk across campus and you have to go into the round building.

What do they have in it now?

It's the law school.

Wonderful.

You will be so amazed that you're just going to -- I probably should go with you and hold your arm because you just will not believe it.

Well, I'm very pleased it's still being used.

Yes. Oh, it's just wonderful. It's just simply wonderful.

Well, you know they named the social studies building and built another one, I believe, and named it for John Wright.

That's correct.

And that was really proper.

Yes. When they remodeled it recently -- you never know what's going to happen to a name of a building -- but they put that name back on.

I would be very upset if they ever took it off.

Yeah. So tell me about John Wright at that time as you knew him. What kind of person was he? And what did he do for this school in its young years?

He was very, very easy to get to know. He was an ultra gentleman. He treated his students as ladies and gentlemen. He was just a wonderful person, and he certainly knew his history. Why he decided to come here and start this university, I'm not sure I know, but I'm glad that he did.

Actually, I started doing my master's program on something in Nevada history because I had gotten interested in it -- or my master's thesis, I'm sorry. He found out that we had some friends from the test site who owned some letters and diaries of a Civil War soldier. So he convinced me that that's what I should do my thesis on, which I did. The soldier was from Pennsylvania. John really loved Civil War. That was his area. But he was very good in anything he taught.

That's wonderful. Now, tell me with this kind of background in history -- you've got your master's here. Does your master's degree have Nevada Southern?

No. My bachelor's is Nevada Southern. I have one of the very, very few class rings from Nevada Southern. I don't know how many there were. Not many.

I got my bachelor's, and then, of course, my principal, Niles Baylass, had a job for me at Gibson Junior High. I started out teaching math because that was primary in my education with a minor in history. Then there was a big shuffling around, and they lost the Nevada history teacher who moved into English. Nevada history was not a choice people wanted to teach. It was something they gave the youngest teacher, usually, at that time. I was called into the office and asked, after six weeks of teaching the first year, if I would like to take over the Nevada history,

which I jumped at.

I started the first Trailblazer Club with Russell Elliott from the Nevada Historical Society at Gibson Junior High in the state. He had come down with the history group and we had met. He convinced me I should start it. I had had an archaeology club that I had started. So we started the first junior history club, and it was called the Trailblazers.

So first tell me about the archaeology club. Then I want to hear about the history club.

Oh, okay. Well, the archaeology club came about because when I got that call from John Wright to get my master's, I thought about what I wanted to major in. I knew I wanted to major in history because by then I had decided math is fun, but history is more interesting. In fact, when I went to the University of Texas, that was a decision as a freshman I had to make, to go into history teaching or math teaching. But math took less time, so I went that route being a very young person. But anyway, where were we?

The archaeology club.

Archaeology club. When Dr. Richard and Dr. Sheila Brooks came to the university here -- it was UNLV -- when they came here, I was in the first field class that Dick had and continued to be a student of theirs. Even when I did my master's, Sheila sat on my committee because I got my master's in history and a minor in archaeology.

But they thought, well, why don't you get the children interested in archaeology because I was interested. So we started a club. In the junior high school, I had over a hundred members. The kids love it.

So what are some of the things that you would do with the students?

Every year we made a trip to the Lost City Museum. Several times when the Brookes had projects going in digging, I would be able to take them on a field trip so they could get a chance to sift the sand and the dirt and see what it was like really on a dig. That's why we had so many members.

But I was kind of tricky in teaching Nevada history to seventh grade. I spent the first three weeks on Native Americans because they were here so much longer than anyone else in this land. So by the time we got through three weeks of archaeology and the Native Americans, I had them

for the rest of the time.

Oh, that's great because you can make that period so exciting, especially with the archaeology to go along with it.

Especially since they were now doing it here.

That's right.

We dug for almost one year at Mule Springs Cave.

So tell me about that.

It's overlooking what is now the large town of Pahrump. It was a cave up the hillside. The reason that we began to dig it is because vandals had begun to destroy the things in it. So the Brookes decided it was timely to get it dug so that we had the information.

So what kind of things did you bring out of there?

Oh, there were all kinds of -- we had baskets -- and, you know, baskets do not survive in the desert -- you find them in the caves -- because the desert sand destroys them, and the sun.

But in the caves --

In the cave we found baskets. We found flint tools. We found one body, one skeleton, one burial. Dr. Brooks, Sheila, who is a physical anthropologist, determined it was a young woman. The problem that we saw was that she did not have a head. So we were not quite sure whether animals had come in, dug in and taken the head or if she was buried that way. I don't know that it was ever decided in that respect.

Wow. Now, what did you do with those artifacts?

I imagine they ended up here at the university because as far as I knew everything did.

Well, that's interesting. Now, tell me about the history club that you started at one point.

Well, after I had gotten the archaeology club, as I said, Dr. Elbert -- not Elbert Edwards; that was another one of my favorites -- Dr. Russell Elliott from UNR convinced me to change it over to a history club. He said, "We could expand more if we did that." It was the first one that the Nevada Historical Society started in the state. They tried it everywhere else. They wanted to do one in every school, but for some reason, it didn't fly. But we were the Trailblazers.

Oh, my. Now, what are some of the things you could do in the history club? I mean,

could you make it as exciting?

Yes and no. In the history club, we could still include archaeology because that is a part of history. And then when there were talks in town -- in those days, you could get buses to take your students places if you planned. We did field trips, whereas today almost nothing is done in many schools. They never leave the building. All we had to do was to plan it and get permission slips from the parents.

So we took a lot of trips off and on. I think that just reinforced what I was teaching in Nevada history.

That's great. Now, coming back to school to get a master's degree after finishing the bachelor's, what did your husband think about that?

Well, he was the one that wanted me to do it because I would make more money for one thing. No. He was working on his Ph.D. in history at the time. So it was sort of a way of life in the Townley family.

Oh, good. So then it wasn't that difficult with both of you going -- I mean --

Well, he would go in the summers. He took a lot of his classes at BYU and studied under Dr. LeRoy Hafen, who was one of the outstanding Western historians. I was fortunate here to take a summer class from Dr. LeRoy Hafen. He came as a guest professor one year when I was working on my master's.

But it was a new program. In fact, one of the few things I got totally upset about was the fact that I was almost through my master's program in the spring, ready to graduate, had had nothing below an A in a grade, and someone realized I had never taken the GRD -- GRE?

GRE.

Graduate Record Exam.

That's right.

I was furious. They made me take it. I could not graduate, I was told. And as far as I was concerned, the Graduate Record Exam was an exam you took to see if you could make it in grad school.

That's right.

I went in there very furious and just marked boxes. I don't know what my score was. I

passed, because I didn't give much thought to it. It was in my file. I figured if anyone said I could not graduate because my score was not high enough, I would ask them what those grades of A meant.

Oh, that's something. Okay.

So now, you are a parent going back to school. Do you know anything, then, about the social life on campus?

Very little. There was never time. When I first started back, I would substitute teach on days I didn't have classes. I was also teaching Sunday school in the Episcopal Church, working as the Altar Guild director sometimes, taking care of my three children, keeping up my house.

When did you study?

I would get up every morning at four o'clock because the children were not yet up and it was quiet. As you can probably realize, I seldom watch TV.

I had to stop completely.

You have to set your priorities.

Yes. So you would study early in the morning, prepare for exams, do your essays, whatever you had to do.

I'm also interested in that correspondence course. Did most of the students early on have to take some correspondence courses?

Yes, if they wished to get a degree, because in the early days they did not -- they could not -- offer all the classes that were needed.

Right.

So they tried to offer the classes that needed to be taken on site and tried to get the students to do correspondence with the others. History was good to do correspondence with because it's reading, and you don't need the interaction as much as you do in a math class.

That's true. When you were here to finish your bachelor's degree, where were your classes held, the ones here in Las Vegas? Do you remember the buildings?

Well, I think the social studies building and the math building.

But all of them were on the campus?

Oh, yes.

You didn't have any --

(End side 1, tape 1.)

Do you remember anything at all about sports? Do you remember hearing about a baseball team or --

I don't think they even had one at that time, and with the life I was leading, it certainly wasn't anything I was looking into, anyway. My husband was not a sports fan. Had he been, that would have been a different story.

That's right. So tell me what happened. You finish your master's degree, and then did you continue teaching?

I continued teaching. From the time I got my degree until I left town, I had taught five years at Gibson Junior High.

Now, were you able to teach at Gibson while you were working on the master's degree?

Yes, I was still substituting.

Okay, I see.

And, yes, I was teaching full time when I got my master's. One of the things that I think this university did beautifully early on was the fact that they geared the classes for teachers. That was a very smart move. I'd get out of school on Monday and Wednesday, and the classes that teachers, most of them, would be taking, were geared to start after school through the evening. I thought that was extremely intelligent thinking on someone's part.

With a family already coming here, what was the social life like with you, your children, and your husband?

It was not connected with the university.

Okay. How was it connected? Did you do things like go to Hoover Dam, to the lake, to the mountains? What kind of things did you and your family do?

Well, once I got into the archaeology, which was early on, then we did a lot of that. My son had a wonderful bone collection at age five that he kept under his bed, much to his sister's chagrin. And he loved Dick Brooks. They were buddies. So he would go on all the outings with us.

Children were welcome. If we did a weekend, there were always children and dogs. It

was a whole group. Volunteers were always welcome. My husband never took the class, but he was well educated and interested. He was one of the crew, as well, and there were many others that way.

Now, when he was at the test site, did he ever tell you about being there during a blast?

Very little. It was not encouraged to talk about what went on. But I do remember in my classroom at Gibson, we knew when one of the detonations was going off, and we knew roughly the time frame, if it was not delayed. The students did all sorts of things. Like we had bowls of water that we put out so they could see the shaking. The blackboards sometimes seemed to move, the light fixtures. So when those things did happen, we used that to help educate our students. And they were -- wow. They loved it.

Did you hear anything about the fallout?

Not during the time when I was living here. We left in 1972. We were here ten years.

So 1972, you decide to move for what reason?

My husband had continued to go back to school, had gotten his master's while he was at the test site, and then got the Ph.D. in history at UNR. Then he was hired as the director of the Historical Society in Reno, John Townley.

Oh, that is wonderful. Now, tell me about going to school at UNR and living here. How did he do that?

He went in summers. He would take the summers off, six weeks at a time, and then he would go and take his classes. He also did that same thing at BYU and got some classes there.

Wow.

He resigned his job at the test site the last year and moved to Reno -- or went up there for the classes all year and I stayed here. But we built a house in this time ourselves. The only thing we didn't do was the electrical wiring.

Tell me how you did that. Who designed it?

He did. It was designed for a desert house. It was a square with a courtyard inside and few windows on the outside with sliding glass doors onto the courtyard. Then we added onto it. It was small at first, and then we added another bedroom wing onto it and more garage.

Here's an interesting thing. When my husband was appointed director of the Historical Society, one of his friends from the test site, and our friend, who had been raised in Morocco and was working at the test site, called me when he saw the article in the newspaper. It said that he had been appointed and we would be going to Reno. He was not at all a happy camper. He said, "I've always told you I want your house. It reminds me of the homes in Morocco."

That's right because when you described it, I thought this is a house in Ghana, that I've seen in Ghana.

It was designed for the desert.

That's right.

It was cinder block.

It keeps it cool in the summers.

Yes. Yes.

So did you sell it to that person from Morocco?

Yes. It never went on the market. Last I was out there, it's still sitting there.

Isn't that something?

Didn't look much different.

The house that you built, ground up?

On a half acre.

So tell me, did you actually help with some of the physical labor?

I wouldn't say help is the word. I did all the tile work in the kitchen, the bathrooms. My older daughter, who was in junior high at the time, and I did all the painting, the prepping on the cinder block, then the painting. Oh, we worked. We all worked.

And the joke in my family was that -- my little son was about two-and-a-half to three during that time. His job was throwing Dr. Pepper cans into the foundation to fill it up.

That's good. A family project.

A family project.

Oh, that was good.

Now, do you remember who any of the administrators were on campus during either of your degrees?

No, I don't.

Okay. Now, Dr. Wright was probably the dean.

Not at that time.

Oh, he became the dean later.

He became the dean later. He was in charge of the history department.

Okay. Do you remember anyone from the math department?

Not really, because I didn't take much math. I had already had all my math at the University of Texas, my first two years. I took education.

Okay. You've told me about three different professors. Do you remember any others?

Other than Dr. Scritchfield who was the education professor...

Oh, good. Tell me about him.

Well, he was firmly convinced that a student shouldn't leave the university in just four years and go out and teach. They needed a fifth year to become a good teacher.

So is that because of a credentialing process, or did he want you to have a master's?

No. He just wanted everyone to have another year.

So how did the students feel about that at that time?

We hated it. I mean, other schools were not doing this. And here was this teeny, tiny, little -- it wasn't even a university, really -- little college.

So what about the school district that you were going to be teaching in? How did they feel about that?

Well, I was teaching in the school district when I was --

That's right. You were already teaching.

Actually, it was quite interesting because the superintendent of schools was our current Governor, Kenny Guinn.

So he was the superintendent at that point, okay.

He was the superintendent at that point and did a beautiful job.

Wonderful. Now, how did he feel about the education of his teachers? What did he think?

I don't know.

Okay. So you don't know if it was five-year or the four-year.

I don't know. I never got to meet him at that time. I wasn't high enough up in the echelon. But I have worked with him on the Sarah Winnemucca statue project, and the First Lady, Dema Guinn. So I feel like -- well, that was fine.

Good. How did Las Vegas differ from -- you had lived in Albuquerque, and you had lived in Austin.

Oklahoma City.

Oklahoma City. How did Las Vegas differ?

It was a 24-hour town.

Even then?

Even then. And there were slot machines in the grocery stores. When new people came to town with the Atomic Energy Commission, we had to laugh at the newcomers because the women would set their alarms for two or three or four in the morning and get up and go grocery shopping because they could.

I probably shouldn't mention this. But my dearly beloved mother-in-law who is now 98 and still going strong, still driving and still my mother, wonderful, wonderful woman --

That's wonderful.

-- she didn't really much believe in gambling. But she considered a slot machine was not gambling because there was not another person. My oldest daughter at one time followed her around town and made notes at the suggestion of her father on just how much money went into those, you know -- what do you they call them?

One-armed bandits.

One-armed bandits.

Oh, that's cute.

Describe some of your experiences in the classroom. Did you get to know your fellow students at all? You told me about being in the class with the teacher in the wheelchair.

Now, was that the norm?

What?

Being at the head of the class.

I'm not sure I'm quite grasping.

Okay. When you were going to school as an older student --

Non-traditional student at that time.

You told me about the experiences in the classroom with the teacher who was in a wheelchair and that you were always above-average in those classes. Now, was that the norm?

In my classes?

Yes.

Yes, yes. And I think it was because I had more experience. I had a much more valid reason to get through my classes and I wanted the grade-point average because I knew if I were to be a teacher that would be important. And I didn't have the social life to distract me like the other students had.

That's true. Okay.

So now, tell me about moving again and going to Reno. What was that like for the family and for you?

My oldest daughter had just graduated from high school, so she was going into UNR. My middle daughter had graduated from Brinley Junior High, and she went in as a freshman at Reno High. And my youngest child, the son, was going into junior high.

Okay. You spaced them perfectly.

It was a good time because they each would have moved to a new school, anyway.

Okay. That's good.

Now, how did she feel about going to college and the whole family is going to follow her?

My oldest?

Uh-huh, going away to college.

Well, she didn't go away because then we were living in Reno.

I know. So how did she feel about this?

Well, I'm not sure she was all that thrilled. She's a wonderful student and an extremely

intelligent woman and has done some wonderful things in her lifetime. But she ended up getting married in the middle of her first year.

Was she following your example?

No, she wasn't. She married a boy from Las Vegas. The marriage did not last. They were both too young.

Too young. Yes, okay.

I want to talk about Reno. At that time both Reno and Las Vegas, probably the only two places you had lived with gambling in both places, how did those two cities differ?

Reno was much smaller. It still is, of course. Anything is smaller than Las Vegas today. It still had the feel of a small town, more so than Las Vegas. But then, on the other hand, as I had said earlier, our life did not revolve around the Strip and gaming. So it's really difficult to compare in that respect. It just was smaller.

Okay. But your life as a teacher, did you continue to teach in Reno?

I substituted for two years and could not get into the system and was told I had a Nevada history job at one of the high schools. It was given to someone who was related to one of the school board members who had never lived in Nevada, so after two years of substituting, I decided that was it.

I looked around to see what else I could do with my education, and an opening came up in Special Collections at the UNR Library. I spent five years there.

Oh, that is wonderful.

And loved it.

That is wonderful.

Well, there was a funny thing that came along when I was interviewed by Ken Carpenter, whom I dearly loved and was a wonderful librarian. Working with him was just fantastic. When he interviewed me, he said, "Well, now, Mrs. Townley, I see that you taught junior high school. Do you think you can have the patience to handle our patrons?"

I said, "Have you ever been in a room and talked to 90 seventh graders and kept their attention?"

He said, "You're hired."

That's great. That's great. So what was it like in Special Collections there?

I loved it. I absolutely loved it.

Were you an archivist?

Yes, I became an archivist there.

What area?

I did the manuscript collections. I cataloged all of those. I cataloged all the photographs. I worked on the front desk. I helped researchers. I did the modern authors collection. I'm the one who typed up the cards every time we got a new one in. We were just moving into computers when I left there after five years.

So which years did you work in Special Collections?

Summer of '74 until right at 1980, January. By that time, I had taken one course in records management and accepted a job with Sierra Pacific Power Company as a records analyst.

Oh, really?

Otherwise, I still would have been there. I loved working there.

So why did you decide -- I mean, why did you want to get back into the records and those kinds of things rather than the historical?

Well, the person that had come to Reno at Sierra Pacific to set up the records program made it very exciting. It was a new career, and I thought why not? The money was better. I had gotten divorced in the meantime, although it was a friendly divorce. I knew that I was responsible for supporting myself, and I thought, well, let's give this a try.

Oh, that's wonderful. So how long were you there?

About four years, and then I accepted a position at Caesars Tahoe as records administrator.

So tell me exactly what records administration is. What is this about? Explain that to me.

The records administrator and their people go through every piece of paper in storage, reorganize them box by box. You do retention schedules so that -- an accounts payable record may only be needed to be kept for five years, but people are afraid to throw them away. You design file systems. I've done that. I do that a lot. You design all the systems for the information. And this is not in the computer areas. This is your paper records. And you train.

Right. So after being in Special Collections, that was wonderful training?

Oh, yes. Yes, it was just an extension of what I had already been doing in organizing collections. One of the largest I did was Judge Bartlett's. It took about two years. Another one that was wonderful was when Robert Griffin donated his vast Western History collection of books to Special Collections. The University was required to catalog every one of them before they were taken from the home.

Oh, how did you do that?

I went over Wednesday and spent the day at Mrs. Griffin's home and got to know her very well.

Oh, I can imagine.

We set up a typewriter there, and I physically cataloged 3,000 books there before we moved them.

Why do you think they made that stipulation?

Tax. The IRS required it. In addition to cataloging, it was my job, then, to take the cards and go to the out-of-print books and find a value.

Oh, wow.

And that's what they used to determine the estate, partially.

Oh, that's amazing.

We would have loved to have just moved them into Special Collections and taken care of them later. But that was not allowed. And we wanted the collection because it's a fantastic collection.

Oh, that's great. So your Special Collections in Reno has some exceptional items.

Wow.

Oh, yes, indeed. In fact, I think it's quite interesting. I think this is how this whole thing all comes together in history. While I was doing the Judge Bartlett collection, I ran across the letter. And because I was involved in the westerners, I helped get that started with Jim Hallson, my husband. The Westerners Corral in Reno. I knew a lot of people and I knew --

Tell me about the Westerners Corral.

It's an international organization of people who are interested in western history.

Generally, they just meet about once a month, and they have a talk on western history by someone.

But I realized who was working on what topic. Your people here do the same thing. I've been so fortunate in having your staff here know exactly what collections to bring out for me that I would never have known to look at. We all do that, the good people do. And so I found this one letter. I called Guy Rocha, who is now our state archivist, who was working in that area. That letter became what was referred to as a "smoking gun." He and Sally Zanjani wrote the book, *The Noble Conspiracy*, and got the part based upon that one letter. So there's a value in doing this.

Wow.

And this is what makes it fun.

Yes. That makes it a valuable thing to do when you can find something like that for someone.

Yes. I digress.

No. I want to know more about how you got involved in the research you're doing right now.

When I got my master's degree, keeping in mind I was a Townley then and my husband was getting his Ph.D., and Townleys had projects, history projects. So the summer after I got my master's, at that time we had a microfilm reader at home. And they would check out the microfilm to us from the university library because they knew us and they trusted us. I could check out the reels of the newspaper and take them home and read them at home, which I did.

I ran across an article written after Helen Stewart died in 1926 that said her heirs had sold the fantastic Indian basket collection that she had accumulated from her Indian friends that she had made over all these years. She had over 550 baskets. She took some of them up to Abe Cohn to a meeting up in the north before she died. She died in 1926. Abe Cohn handled *Dat So La Lee*. He said that these baskets were finer than anything *Dat So La Lee* had done. But the heirs sold them out of state, 550 baskets. Our Nevada history once again left the state.

And that really made me angry. I thought, well, no one's really done Helen J. Stewart. If she had amassed a collection like that, this was a lady worth looking into. So I started working on her.

Wow. Where did the baskets go? Who purchased them?

The people who owned the Harvey Houses of the railroads. And they were sold all over the country. There's no record, as far as we could ascertain, of where they went. No one knew that I've ever been able to -- perhaps, someday something will surface. But so far nothing has ever surfaced that I've been aware of.

Oh, that's sad.

It is sad.

Yes. So then you decided that you were going to work on her?

Yes.

What did that mean to you?

It meant that here was a woman that if there ever were a historical woman in Las Vegas, it was she. And the more I got into it, I started reading the newspapers. I started looking at the land deeds. I ran all the county records, the courthouses, went to Pioche, ran all of the Lincoln County records because, of course, when she first moved here, it was Lincoln County. I ran all of those records, and amassed quite a lot of information on her.

Then Dr. Brooks called and said, "Guess what? We're digging up the Stewart burial ground, the old four acres. Would you like to participate?" And I did.

I was allowed to leave school, my teaching. Every day I would show up there in the morning while this went on. All of the staff arranged to cover my classes for me. My principal is just --

Oh, wow.

I was on the crew that dug up the first five bodies of Helen's four acres -- her husband; her son Hiram, who had died of pneumonia in California right after they sold the ranch; her youngest son, R.T., who was born after her husband was murdered in 1884; a young Indian woman; and the old tutor, Megarrigle, which is the way I was told it was pronounced. And he was quite something. He had come to the ranch to tutor her children because she was concerned about educating them, and he died there.

So we were digging those. That is when the family of Helen J. Stewart was there. They were going to build a parking lot over the graves, and they had got a court injunction to have them

moved.

Oh, I see.

And so that was the reason for digging them up. The granddaughter offered me her papers, which she did give to me. I tried to place them here at UNLV. At that time, she was not in the mood to do so -- she wanted me to have them personally. But my husband and I (indiscernible) Historical Society to get her to place them there.

Okay, good.

So they are now back in Las Vegas at the Historical Society at Lorenzi Park.

Oh, that is wonderful.

The daybooks that came in were unreal.

What do you mean?

Well, her husband was murdered in 1884 after they had moved here to this isolated ranch. They had been there two years. She knew nothing about this. When he was murdered at the Kiel Ranch, she had four children and one on the way, and she knew she had to support those children. When they had a court case in Pioche to try the man that supposedly had murdered him, she was subpoenaed to go and was told by her attorney there to go see the Board of Equalization to get her widow's exception on her taxes. She did so. They gave her a thousand-dollar widow exemption and turned around and raised her taxes a thousand dollars.

I'm firmly convinced that this plus the fact that she did not get control of her husband's property -- only half of it went to her because of the laws at the time -- is when she decided she had to make it. He was murdered in 1884. By 1890, she was the largest landowner in Lincoln County, which included all of Clark today. She realized land was something that would be valuable. And it was. She ended up 20 years later selling to the railroad.

That's right. Are there any tidbits in your research of her that you find unusual, just completely different or surprising, interesting?

I think almost everything with the woman was. And we have her letters that are just fantastic.

And these are the letters to Tiza?

Yes, Tiza.

Tiza?

Yes. Her name was Elizabeth, and they started out Eliza as is sometimes done. And it ended up Tiza. I know this because I had interviewed the family.

That's wonderful.

Tiza went all over the country, and Helen wrote to her, and she saved those letters.

Who in the family did you find to interview, and when did you do these interviews?

After we were digging the burials and the granddaughter had offered me the papers. I did interview her grandsons and also any of the old-timers, like Florence Boyer. I interviewed her. She was the daughter of "Pop" Squires and Delphine Squires. She was still alive and she told me some things. Henry Hudson Lee, who was very prominent in Lincoln County and held many, many offices, had come down frequently to the ranch and knew her. I interviewed him, as well.

Oh, that is great. Now, will we be able to share in those interviews one of these days, or are you going to put it in the Historical Society someplace?

Well, what I'm giving serious thought to is -- the research I've done all these years, which I'm still doing, I think probably belongs with that first collection that I brought in, in 1972.

Good.

And, of course, I did two articles in Historical Society, very, very infinitely documented. So that has been the basis for many, many years until I've begun to write this book. And it's been used by historians throughout.

When do you think you'll finish your book?

I'm not sure. I'm very honored to have a coauthor of Sally Zanjani. Probably today, she's the most prolific Nevada history writer living. She's just finishing her -- I believe it's her eighth book.

Okay. She and Hall Rothman are probably --

She did the history of Goldfield. She did "The Unspiked Rail" about her father and "Politics in Nevada." She did Jack Longstreet, which is really still going strong because of desert, Ash Meadows. In fact, they just reconstructed his cabin last fall, and she was asked to come and speak because she was his biographer.

Oh, that is wonderful.

So she and I are working on this book, and I'm the researcher. I have the information. She has the expertise of writing. I can write, but no one writes like Sally does.

Okay. Now, do you already have a publisher?

We've talked to several that she has already dealt with. I think the hardest part is two people working together—it's a little more difficult than with one person.

Yeah, I believe that, also.

Time-wise. And as soon as we finish it, I think there's a market.

Oh, that is wonderful. Oh, that is fantastic.

Now, after talking about UNLV for a bit, is there anything else that you can remember that you would love to add to what you've told us about the early campus?

It was very difficult to get here because we lived north of town and at that time, it was south of town. When I was first going to school, it was a very long drive both ways. However, as I finished my master's, they put the freeway in, which helped tremendously.

So before, did we have Maryland Parkway?

Yes.

Okay. And Maryland Parkway --

I came down Decatur and then would cut over and end up on Maryland Parkway going up to the university.

Okay, great. Well, this is the kind of information that I need, and I really appreciate it, for the history of UNLV. Thank you so much.

You're welcome.

Now, I was just thinking. What else are you doing in history?

I've become very, very deeply involved with the Nevada Women's History Project, which was begun by our founder Jean Ford in 1994. When Jean came down with cancer and could no longer do the job, I was hired as state coordinator -- well, one other person, Kay Sanders, came in first, but she could not continue because of illness in the family. And we soon realized that there was not enough money to pay a paid employee.

So I have been doing this just as a labor of love, as are many of the women who are members. We have over 200 members throughout the state and out of the state. They're not all

women. And we volunteer our time. Our biggest project has been recently in 2000. In the year 2000, we started the Sarah Winnemucca Statue Project. This group of women, all volunteers, no paid employees, got it through the legislature, got the money raised and got that statue not only just back to Washington, D.C. as Nevada's second statue, we placed a duplicate in our own capitol in Carson City last year. This is an amazing group of mostly women.

Yes. They're dedicated because I went with them to the city hall here, city council meeting --

Oh, you were there, that's right, when we testified and got money from the --

That's right.

(End side 2, tape 1.)

In looking back on my career in Nevada history as a Nevada historian, the one thing that I feel probably is my greatest contribution to this state and the history of Nevada is my participation and my role in getting the Sarah Winnemucca statue back to Washington, D.C. I was a co-chair through the Nevada Women's History Project, which did this, a 200-individual group of people with no paid employees. We got it through the legislature and made it Nevada's second statue, to join Pat McCarran back in Washington.

How much money did you have to raise for this?

We had looked at a little over a hundred thousand. So many people jumped on the bandwagon, such as the City of Las Vegas, Clark County, the southern entities, that we were able to put a duplicate in our own capitol in Carson City. I will have to give credit, also, to our First Lady, Dema Guinn, who was right there in this project. She was very instrumental in helping get the money from the south to put the second one in.

Now, tell me about how this work can be used, some of the research you had to do? Are you presenting any of this research anyplace? Do you take it into schools? Do you do anything like that?

I'm still giving talks on Sarah Winnemucca and the statue project. A recent one was at a Montessori school in Reno. Two of us -- one of our members teaches there -- did a two-hour session for fourth graders, and they were still asking questions. We have a wonderful video done by Gwyn Clancy. She's done two on the project. She did one when we were trying to raise the

money early, and then she did one afterwards, which includes footage in the rotunda in Washington, D.C., of the dedication. It is fantastic.

We show that to them. My colleague had covered up my bronze maquette of the statue. It's a duplicate of the big statue. I have one of the bronze maquettes. It's 18-inches high. She covered it up before we went in and put it in a truck with wheels. I wasn't sure why I was supposed to bring that, but she had a plan and it really worked. After they had seen the video and we talked a bit, then she took the cover off and allowed them to come and feel that bronze statue. They didn't want to sit down.

She did a beautiful job of telling them about Sarah's life and what Sarah had been through and what it meant to the people of Nevada. And they were still asking questions. Yes, we still take Sarah around.

So how many presentations have you done like that? And do you do them other than in schools?

Oh, absolutely. Well, no, that was Helen J. Stewart I did. I do her as living history, as well.

We started out doing them when we were raising the money. We have done them for organizations. We have done them for groups of any kind. Just anyone that needs a program, we would go and do it. That is one of the ways that we raised the money because these organizations would then jump on the bandwagon.

I think what is amazing about Sarah is the fact that she came out of the middle of Nevada when nothing was there but her people and went on to write the first book in English by any Native American woman. It is still being published since 1883. The University of Nevada Press still is publishing that book.

How wonderful.

I'm going to jump back now to Helen J. Stewart. Do you also do any kind of presentations with that research?

Oh, yes. I started in 1998. I had a costume made, an 1884 travel dress. Everything was done properly. We worked with Jan Lovern at the State Museum who is in charge of all the clothing there and knows what would have been accurate. I had a very fine dressmaker who was

very accurate. We did a costume which creates seven layers around my waist when I wear it. I have been doing Helen J. Stewart as living history since then. In fact, last weekend I did her at the Boomtown Mining History Conference in Amargosa Valley.

Wow. So now, this is like a chautauqua?

Yes. I prefer living history because chautauqua is a misnomer.

Oh, so now tell me why.

The real chautauqua was when people would come to small towns and present lectures. They did not do a person as we think of chautauqua today.

Yes, yes. Because I think of it as the person and you answer questions.

Yes, and that's what it's become. But I consider that not correct, and I prefer living history.

Okay. So now, when you do a living history, when you get to the point where the audience asks questions, you still answer those questions in character?

What I do is I start out in character as Helen, and I use that letter that I first saw in the newspaper article on Helen that said she had written a letter to Pioche when her husband was murdered. I would have, at that time, given my right arm to have a copy of that letter.

Her granddaughter had that letter. It was copied in her daybook. It was three pages, legal size, in her handwriting, describing what she did when the note came and said her husband was dead. She talked about how she jumped on a horse and went a mile and a half to the Kiel Ranch. She had the hands bring the wagon, and they found him. She looked on his body and described the wounds. This, to me, is how you really make history live.

So I've been doing her ever since. I do her at least two to three times a month, frequently.

Really?

Yes. I did the University Club this past month.

So you are so busy doing your history. From the book, are you thinking about getting it on to Oprah?

I'm not sure. Let's write the book first and then -- my daughters will laugh; my family will laugh -- then we will take a look at that and see.

Because that's my ultimate goal.

Well, you know we really almost considered getting Oprah involved on the statue project.

Really?

Oh, yes. We were very close to writing her and asking her help. But then the money started coming in and we didn't need to. But we were going to. That was our plan.

Well, that's great. I think that's what we should do.

Absolutely.

Well, I really appreciate this kind of information.

Well, I think this is the kind of thing where people who start out in one area don't always stay in the same career, but frequently they go back to it. There's room for more than one career in a life.

Oh, yes, because now we're living so long, we can do that.

Yes. You're not going to ask me how old I am, are you?

No.

Well, you may.

How old are you?

I turn 70 in July.

No?

Yes.

That's wonderful.

I still have my business, but I just sort of put it on hold when history called.

Tell me what the business is.

It's a records management consultant. I've had my consulting firm since 1985.

So tell me what you do for companies.

Well, my first client was Southwest Gas down here. I came down and spent one week a month and helped them revamp their whole records program and their records storage, sort of a redesign. They did the work and I guided them.

When the state got money for local government records in the early 90s, I went into four of the entities -- Lincoln County, City of Caliente, City of Ely, and Churchill County in Fallon. I went through every piece of paper they had and reorganized it and wrote the retention schedule of what they could keep and what they needed to get rid of, and just really got them organized.

It was really nice about six weeks ago going back up to Pioche to do some further research on Helen. There are all those wonderful old books with the labels that I had put on them.

Oh, that is great.

So, in essence, that sort of thing was really maintaining history, as well.

Yes. When you're consulting like that, do you feel that your time -- I want to ask you if you're paid well?

Oh, yes.

Okay, good.

Oh, yes. Compared to what I earned as a teacher, yes, very well.

Oh, that's good.

You charge only for the hours that you spend. And it's the sort of thing that you don't work full time always. When I had those four governmental projects, I worked full time. But that was a year and a half on the four projects. Incidentally, copies of everything we did on those four projects and the other projects that other consultants did at that time ended up as one copy in the State Library or State Archives, one copy went to the National Archives because they had provided the money to begin with, one copy went to the local government, and I kept a copy. So I put together 16 three-inch binders at the end of those projects.

So you can't get away from records whether in history or business or anything else. And what would we do if we didn't have them?

That's right, because that's what historians use.

And that's why coming down here and binding -- having one of your staff -- and I don't want to call names because I don't want to slight anybody -- one of your wonderful people, archivists here, who brought out a collection I would never have known to look at. And there were Helen Stewart's letters in there, and they were the heirs of the Kiel family. That family had had those letters for over a hundred years. They just recently surfaced, so there are still things out there to be brought in.

Wow. That's great. Well, I appreciate this so much. And, once again, we're going to scan this.

I'm going to also say that those of us who are in the Nevada Women's History Project are

delighted that you are back among us because you were one of our earlier members of this project.

That's true. That's true.

Well, thank you so much.

Thank you, Claytee.

(End side 1, tape 2.)