



RFA Dispatch

Reynolds Family Association

1892 - 2026

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Spring 2026

HAPPY BIRTHDAY

If you celebrated a birthday this quarter and it was not listed, we do not have it. Please send your birth date to Joe Reynolds at Joe.Reynolds@ReynoldsFamily.org!

We would like to wish Happy Birthday to:

3216 – Allan Eastman Reynolds 01 Jan
3615 – Brian Edward Reynolds 01 Jan
3491 – Zackary Haley Hopkins 02 Jan
2030 – Betty Ann Bendfeldt Collins 03 Jan
3303 – Carolyn Mae Reynolds Burnside 03 Jan
3637 – Jennifer Kay Ellison (Edler) 03 Jan
3454 – Stephen Philip Reynolds 05 Jan
3326 – Ryan Alexander Reynolds 07 Jan
3480 – Kenneth Edwin Reynolds 07 Jan
3598 – Roger Smith Dr. 09 Jan
3581 – Paula Henrietta Reynolds 10 Jan
3418 – Judith Vaughan Hoell 11 Jan
3487 – James Robert Reynolds 11 Jan
3266 – Helen Charlene Johnson Scott 12 Jan
3427 – Janice A. Brown 12 Jan
3603 – Jessica Smith 13 Jan
3446 – Jim Reynolds 14 Jan
3455 – Mary Jane Sewill 15 Jan
3408 – David Robert Allen 19 Jan
3405 – Robert Henry Reynolds III..... 20 Jan
3526 – Bruce K Cox 24 Jan
3554 – Kimberly Spaulding 27 Jan
3362 – Monica Ruth Pattangall 28 Jan
3369 – Anne McNulty Paine 28 Jan
3502 – Sherrie Ann Craun 28 Jan
3540 – William Reynolds 29 Jan
3608 – William Lewis Reynolds 30 Jan
3644 – Elsie Bernice DeMond 30 Jan
3315 – Jerry Allen Jones 31 Jan
3568 – Helen Ross Petty 31 Jan
3321 – Patricia Rae Van Thomme 02 Feb
3378 – Shirley Reynolds Burchfield 05 Feb
3564 – John Norman Gowdyh 07 Feb
3336 – Judith "Judy" Ann Reynolds 10 Feb
3513 – Cathrine Sue Lowndes 11 Feb

3627 – Christine Elizabeth Holloway 12 Feb
3366 – Lendel Ray Reynolds 13 Feb
3438 – Charles Wesley Reynolds 13 Feb
3577 – Tammie Jo Brockwell 17 Feb
3236 – Lorelee Carol Andersen 18 Feb
3281 – Phyllis Lynne Reynolds Shultz 18 Feb
3363 – William Travis Brown Jr 21 Feb
3299 – Joyce Ann "Jo" McGinnis 24 Feb
3338 – Kandice Sherilyn Wallace 25 Feb
3553 – Karen Leigh Reynolds Burkett 25 Feb
3476 – Noel Beldon Reynolds 26 Feb
3527 – Cynthia Ann Campeau 26 Feb
3289 – Janice Reynolds Kiolbassa 27 Feb
3623 – Elden Delaney Davie 27 Feb
3543 – Kristina Kay Aldrup 28 Feb
3641 – Michael Ray Reynolds 28 Feb
3514 – Patricia D Dutch 29 Feb
2580 – Sheryl Reynolds Edge 01 Mar
2122 – Dorothy Welch Smith 02 Mar
3145 – Marcella Jean Reynolds Rose 02 Mar
3395 – Debora Walton 04 Mar
3470 – Harry Martin Reynolds 05 Mar
3633 – Sandra L Powers 07 Mar
3634 – Brett Alan Reynolds 07 Mar
3566 – Gerry Webster Leonard Jr..... 09 Mar
3399 – Gabrielle Burdo 11 Mar
3435 – Marilyn Kay Reynolds 12 Mar
3528 – Stephen Craig Reynolds 14 Mar
3386 – Doris Lucille Evans Wright 15 Mar
3538 – Kim Yarbrough 16 Mar
3305 – Craig Matthew Reynolds 18 Mar
3328 – Colette H. Taylor 19 Mar
3376 – Lou Ella Reynolds 19 Mar
3532 – Joan Elizabeth Van Velsor 21 Mar
3392 – Denyse Marisa Dias 23 Mar
3480 – Michelle R Noble 24 Mar
3468 – Jennifer Leigh DeStefano 25 Mar
3416 – Ronald Philip Reynolds 28 Mar
3380 – Barri Reynolds Christian 29 Mar
3498 – Margaret D. Bailey 30 Mar
3599 – Damaris Keith Purtle Dr. 30 Mar
3640 – Bryan M Spellman 31 Mar



WANTED

REYNOLDS MALE FOR YDNA TEST

Some Reynolds history hunters are looking for other collaborator-cousins to share traditional research and test YDNA hypotheses.

One Reynolds ancestor that remains a bit of a mystery is the William Reynolds that married Martha Cole in Culpeper Co., VA, and left a will naming over a dozen children in Pittsylvania Co., VA, in 1791. While strong evidence exists connecting William as the son of John Reynolds—whose will was proven in Culpeper Co. in Aug 1784.

Another Reynolds ancestor that we'd like a YDNA signature for is the Henry Reynolds that was born circa 1757 and lived on Camp Creek in Greene County, TN, in the early 1780s. He died there in before January 1835, when his will was proven naming wife Charity and children: Henry, Patsey, David, Sally, Ellander, William, Joseph, and Richard. Henry was the recipient of pension S4079 for Rev War service and is DAR patriot A095719. He had at least two wives (Catherine Skiles and Charity McNew).

We'd like to uncover the YDNA signatures of these groups of Reynoldses and to collaborate on further research. If you are connected to this Reynolds line, please be in touch with

tommyjoereynolds@gmail.com



The Reynolds Family Association
Originally Organized 1892 - Incorporated in Delaware 1977

RFA Chat

RFA President Tommy Joe Reynolds

What?

Reynolds Family Association "RFA Chats" are monthly no-agenda sessions that provide an opportunity for RFA members and others with interest to meet up virtually and share Reynolds family history research topics and ask questions about RFA, Reynolds lines, and related topics. If we have a large turn-out, we can create breakout groups that participants can join to discuss specific Reynolds lineages or specific geographic areas.

When?

(First Sunday of the month)

Wednesday April 1st, 2pm Eastern

Where?

Join Zoom Meeting



DO YOU KNOW?

The "Do You Know?" 20 Questions About Family Stories

Here is one way to start telling and sharing family stories.

I have been blogging about the value of family stories, and research from The Family Narratives Lab showing that children and adolescents who know more of their family stories show higher well-being on multiple measures, including higher self-esteem, higher academic competence, higher social competence, and fewer behavior problems. So how can you start sharing your family stories?

Marshall Duke and I developed the “Do You Know...?” scale sometimes called “The 20 Questions” that tap into different kinds of family stories. These questions are designed as a starting point for sharing family stories. Please keep in mind that it is not knowledge of these specific facts that is important – it is the process of families sharing stories about their lives that is important. So these questions are a way to begin to ask and to tell, and to begin a family tradition of sharing the stories of our lives.

1. Do you know how your parents met?
2. Do you know where your mother grew up?
3. Do you know where your father grew up?
4. Do you know where some of your grandparents grew up?
5. Do you know where some of your grandparents met?
6. Do you know where your parents were married?
7. Do you know what went on when you were being born?
8. Do you know the source of your name?
9. Do you know some things about what happened when your brothers or sisters were being born?
10. Do you know which person in your family you look most like?
11. Do you know which person in the family you act most like?
12. Do you know some of the illnesses and injuries that your parents experienced when they were younger?
13. Do you know some of the lessons that your parents learned from good or bad experiences?
14. Do you know some things that happened to your mom or dad when they were in school?
15. Do you know the national background of your family (such as English, German, Russian, etc.)?
16. Do you know some of the jobs that your parents had when they were young?

17. Do you know some awards that your parents received when they were young?
18. Do you know the names of the schools that your mom went to?
19. Do you know the names of the schools that your dad went to?
20. Do you know about a relative whose face “froze” in a grumpy position because he or she did not smile enough?

I hope these questions help you to begin to learn more of your family stories and share them across the generations.



THE REYNOLDS FAMILY MURDER THAT WENT UNSOLVED

Who murdered the heir to the Reynolds Tobacco fortune in 1932?



Smith Reynolds with biplane, circa 1928. Courtesy Reynolda House Museum of American Art Archives.

[The Reynolds family murder mystery that still goes unanswered | wfmynews2.com](http://wfmynews2.com)

WINSTON-SALEM, N.C. — The [Reynolds family was one of the wealthiest](#) in our country in the 1930s. Their tobacco empire ran the state of North Carolina.

The heir to this empire was Smith Reynolds. A young man with an eye for ladies and a love of flying.

"He was the youngest licensed pilot in the country," Phil Archer shared. "We have his license signed by Orville Wright when he was 16. He followed his dreams and one of those dreams turned out to be Libby Holman as well. She started as a chorus girl but in a couple of years, she was getting major roles. By 1930, she was a star and was called the leading light of Broadway."

The two fell in love quickly. Five days after Smith divorced his first wife, he married Libby. A beginning highlighted in controversy and an ending highlighted by murder.

On July 5, 1932, Smith was shot in the head, where he later died at a hospital. He was only 20 years old.

There was a big party that night. Following that, the only people at that end of the mansion were Smith's wife Libby, and his best friend and advisor Ab Walker.

A national media circus surrounded this case especially since the stories between Libby and Ab weren't adding up.



South facade of Reynolda House photographed by Thomas Sears, circa 1921. Courtesy Reynolda House Museum of American Art Archives

"Smith came downstairs, according to Ab, and said our around the world trip is canceled and I'm going to end it all tonight. So, he threw his wallet at him and said you can have that." Archer continued, "Libby was the most frustrating of all because she claimed amnesia for 48 hours."

"Libby said she was lying in the bed and suddenly awoke to find Smith standing over her with a gun to his head. The problem with that is the trajectory of the bullet passing through his right temple and out under his left ear and passing through that window seven feet above the ground. The sheriff was in this space and saw the blood and saw the hole knew more about forensics and never believed it was suicide and Smith shot himself while standing up."

And then there's the testimony of the night watchman, William Fulcher.

"He heard a faint pop. He went around to the window of Smith and Libby's bedroom and stood for three minutes listening. He never heard any cries; never heard any screams."

The case continued to garner headlines as the testimonies drug on.

"There then was a finding of death by parties unknown. Not suicide and a grand jury found first-degree murder charges for his wife Libby and his best friend Ab Walker. This would have carried a death sentence by electric chair in 1932."



But during testimony, it came out that Libby was pregnant. The very idea that Reynold's heir would be born in prison was too much. And all it took was a call from the Reynolds family to the state solicitor.

"That is a demonstration of power if I've ever seen it. We want a murder case to simply be dropped. And it was." Libby would go on to act in movies and have her child Christopher Reynolds. But he died in a mountain climbing accident. Libby committed suicide while in her

60s. Ab moved to Texas to escape the rumors but was quoted on the stand as saying "Some details of what happened that night I will take to my grave." And he did. We will never know what happened that night. But this exhibit allows us a peek into the facts and in some way gives peace to a family so important to the Triad and the state of North Carolina.

The exhibit runs through the end of the calendar year. You can get ticket information on their [website](#).



"DO YOU KNOW..."

The power of family history in adolescent identity and well-being

Robyn Fivush, Ph.D., Professor and department chair, Psychology, Emory University

Marshall Duke, Ph.D., Charles Howard Candler Professor, Psychology, Emory University

Jennifer G. Bohanek, Ph.D., Postdoctoral fellow, Center for Developmental Science, University of North Carolina at Chapel Hill

Abstract

Family stories are theorized to be a critical part of adolescents' emerging identity and well-being, yet to date we know very little about adolescents' knowledge of their family history and intergenerational family stories. In this study, we expand our previous findings that pre-adolescent children who know more about their family history display higher levels of emotional well-being. Sixty-six broadly middle-class, mixed race, 14- to 16-year old adolescents from two-parent families were asked to complete a measure of family history, the "Do You Know..." scale (DYK), as well as multiple standardized measures of family functioning, identity development and well-being. Adolescents who report knowing more stories about their familial

past show higher levels of emotional well-being, and also higher levels of identity achievement, even when controlling for general level of family functioning. Theoretical and clinical implications of these findings are discussed.

Acknowledgements: This research was supported through a grant from the Alfred P. Sloan Foundation to the Emory Center for Myth and Ritual in American Life. We would like to thank the many people who were instrumental in data collection and analysis: Kelly Marin, Davina Mazaroli, Mary Ukuku, Andrea Barrocas, Hannah Geiser, and Amber Lazarus. Please address correspondence to Robyn Fivush at Department of Psychology, 36 Eagle Row, Emory University, Atlanta, GA 30322, email: psyrf@emory.edu

From the moment of birth, children are surrounded by stories, stories of themselves and their parents, and their parents before them. Indeed over 90% of parents report that they tell family stories to their infants, well before their infants are able to participate in understanding and telling these stories themselves [Fiese 1995]. Stories are a powerful frame for understanding the world and the self [Bruner] [McAdams]. Who we are is largely defined by the experiences we have had and how we understand those experiences [McLean 2007]. There is growing evidence in the psychological literature that narratives of one's own personal experiences are critical for identity and well-being. Individuals who are able to create more coherent and emotionally expressive narratives about stressful events subsequently show lower levels of depression and anxiety [Frattaroli] [Pennebaker]; adults who tell life narratives that are more redemptive, focusing on how good things emerged from bad, show higher levels of emotional well-being and higher levels of generativity, connecting in positive ways to the next generation [McAdams].

Importantly, our personal stories are embedded in deep family histories. Our own stories are fashioned by frames provided by our families. Families that share stories, stories about parents and grandparents, about triumphs and failures, provide powerful models for children. Children understand who they are in the world not only through their individual experience, but through the filters of family stories that provide a sense of identity through historical time [Fivush][Norris][Pratt]. Although this idea resonates in the social science literature, there is surprisingly little empirical research examining how knowledge of family stories is related to child outcome.

A few studies have examined the kinds of stories that parents tell their children about their own childhood. This research suggests that parents tell these kinds of stories frequently [Fiese][Miller], and parents report that they tell these stories to teach their children life lessons [Thorne]. These stories may also be gendered [Buckner][Fiese 2004][Fiese 2000]. Mothers tell stories about their own childhood richer in emotion and social relationships, whereas fathers tell stories that are more achievement oriented. Somewhat surprising to parents of adolescents, children are listening to and learning these stories. When asked to tell stories they might know about their parents' childhoods, both male and female adolescents tell stories about their mothers' childhood that are more elaborated, more emotionally expressive and more affiliative than the stories they tell about their fathers' childhood, suggesting that adolescents are telling their parents' childhood stories in the way that the parent told the stories to them [Zaman].

Yet the question remains whether it matters if children know these stories? In an initial study, we tape recorded typical dinnertime conversations among middle class families [Bohanek]. As expected, all families shared the stories of their day,

what happened at school and at work. Intriguingly, most families also shared family stories from their past. Some of these were stories about experiences the family shared together, such as family vacations, and some were stories about family history, such as stories about the parent's childhood. These family stories, and especially maternal contributions to these stories, were related to child well-being, such that mothers who structured and participated in family stories to a greater extent had 9- to 12-year-old children who displayed lower internalizing (anxiety, depression) and externalizing (anger, aggression, acting out) behaviors. Moreover, these effects were specific to family stories. Other kinds of narratives told around the dinner table, such as stories of the day, were not as strongly related to child outcome. So there seems to be something very powerful about knowing family history.

We followed up on this finding by creating a simple scale to assess how much children know of their family history [Duke]. The "Do You Know..." scale (DYK) consists of 20 yes/ no questions asking the child to report if they know such things as how their parents met, or where they grew up and went to school. The scale was administered to the same families from whom we collected dinnertime conversations. Several intriguing findings emerged. First, children that scored higher on the DYK scale were from families that, indeed, told more family stories over a typical dinnertime conversation [Fivush]. This provides some validity for the scale in suggesting that children's self-reports of knowledge of family stories is related to actual family interactions. Second, the DYK scale was related to other family and child measures. Specifically, higher DYK scales were related to more internal locus of control, higher self-esteem, higher reported family functioning, higher reported family traditions, lower child anxiety and lower internalizing and externalizing behaviors. These relations suggest that

children's knowledge of family stories is a good indicator of more general family functioning and individual child adjustment. However, as this has been the only study to use this scale, we need to replicate and extend these findings before any firm conclusions can be drawn.

Thus the first objective of this research was to further examine relations between the DYK scale and measures of family functioning and child adjustment. The second major objective was to extend this research to somewhat older children than in the previous sample, children in middle adolescence.

Adolescence is a key developmental period for the development of identity exploration and the formation of a healthy adult identity [Erikson 1959] [Habermas]. Moreover, evolving identities interwoven with adolescents expanding perspective-taking abilities, abilities that allow them to both integrate their own life experiences into a coherent sense of past, present and future [Habermas] as well as to integrate the perspective of others into their own life narrative [Fivush][Harter]. Thus at this period, adolescents' knowledge of family stories may become integrated into their own understanding of their emerging identity. In this study, we examined this possibility by exploring relations between the DYK scale and adolescents' identity development.

We made two major predictions. First, we predicted that the DYK scale would be correlated with higher levels of both family and child functioning, and that, although the DYK scale would be related to measures of family functioning, it would also be uniquely related to child adjustment above and beyond more general measures of family functioning. Second, we predicted that the DYK scale would be related to adolescents' identity status, such that adolescents who knew more family stories would show higher levels of identity achievement, even controlling for general family functioning. That

is, we predicted that knowledge of family history stories is more than simply a marker for better family communication and functioning in general, but rather that there is something powerful about actually knowing these stories.

Method

The data reported are part of a larger study examining family narratives and adolescent identity and well-being. Sixty-six middle class, two-parent, opposite gender families with an adolescent child between ages 14 and 16 (32 females and 34 males) were recruited through schools, sports camps, churches, and other local institutions. Participants were informed that we were interested in family patterns of communication, as well as the kinds of stories that families tell about the past. Of the 65 families who provided information on family structure, 59 were traditional (3 of these children were adopted) and 6 were blended families. Sixty-three families returned information on race/ethnicity. Forty-six families self-identified as White/European American, 15 as African-American, 1 as mixed ethnicity, and 1 as Asian.

The parents were highly educated; of the 63 mothers who indicated their level of education, three reported having a high school degree, 14 reported some college education, 30 reported having a college degree, and 16 reported having a degree at the post graduate level. Of the 62 fathers who indicated their level of education, two reported having some high school education, four reported having a high school degree, 11 reported some college education, 27 reported having a college degree, and 18 reported having a degree at the post graduate level.

All mothers signed fully informed consent as approved by the Emory University Institutional Review Board, and families were compensated for

their participation with \$25 at each of two home visits.

Adolescents signed an assent form, and were given two movie tickets at the first home visit and a \$25 gift certificate at the second home visit. All questionnaire data reported here were collected at the second home visit.

Procedure

During the second home visit (typically 1-2 weeks after the first home visit), the adolescent was asked to complete a packet of questionnaires regarding individual and family life. We focused on adolescent self-report data because we were centrally interested in adolescents' interrelated perspectives of their family life and their own well-being. Although there are sometimes discrepancies between child and parent report on some of these measures, it is the case that child self-report has been shown to accurately capture important aspects of behavior and to be related to child outcome measures [de los Reyes]. Two scales assessed overall family patterns of communication and interaction:

The Family Functioning Scale [Tavitian] is a 40-item measure that assesses five dimensions of family functioning including family communication, family conflicts, and positive family affect, as well as the overall functioning of the family. The overall score is used in the present study. The adolescent was asked to rate how closely each item described their family on a scale of 1 (never) to 7 (always). Sample items include, "My family accepts me as I am," "People in my family listen when I speak," and "When things are going wrong in my family, someone gets blamed." Internal consistency ranges from .74 for the conflicts subscale to .90 for the positive family affect subscale.

The Family Traditions Scale [McCubbin 1986] is a 20-item yes/ no scale assessing whether specific

traditions are observed by the family, including traditions around holidays (e.g., decorations, gift-giving), traditions around changes (e.g., special celebrations), religious occasions (e.g., children's participation in rituals) and family special events (e.g., special activities). Internal reliability is .85 (Chronbach's alpha), and validity is established by relations to family coherence ($r = .24, p < .05$), family bonding ($r = .18, p < .05$) and family hardiness ($r = .18, p < .05$) [McCubbin 1996].

Two scales assessed adolescent identity:

Self-esteem was assessed by the Self-Perception Profile for Children (SPPC) [Harter]. The 36-item questionnaire was designed to measure children's general self-concept in 6 domains, plus a global self-worth score; for these purposes, we used the 5 items that comprise the global self-worth dimension. Each item is presented as a forced choice between two conflicting statements. The adolescent was asked to read each item, and then determine which statement described someone "like me" or "not like me," and then to rate that statement as "really true for me" or "sort of true for me." Sample items include, "Some teenagers are often disappointed with themselves BUT Other teenagers are pretty pleased with themselves," and "Some teenagers don't like the way they are leading their life BUT Other teenagers do like the way they are leading their life." Each item is rated on a 1-4 scale, with 1 representing low self-concept and 4 representing high self concept. The scale has high internal consistency: Cronbach's alphas for various samples are in the range of .71 to .86 [Harter].

The Ego Identity Scale [Tan] is a 12-item measure used to assess Erikson's [Erikson 1950][Erikson 1959] concept of ego identity, and asks participants to make forced-choice decisions between two responses, "a" or "b." For each item, one choice reflects the ability to make decisions and plan for the

future while accepting one's self (presence of ego identity) while the other reflects doubts about the development of one's self, a lack of self-continuity, and difficulty making decisions and future plans (lack of ego identity, or identity diffusion). For five items, choice "a" reflects ego identity and for seven items choice "b" reflects ego identity. Each choice reflecting ego identity that is chosen by the participant is summed to create a total score. Sample items include, "I have doubts as to the kind of person my abilities will enable me to become OR I try to formulate ideas now, which will help me achieve my future goals," and "When confronted with a task that I do not particularly enjoy, I find that I usually can discipline myself enough to perform them OR Often, when confronted with a task, I find myself expending my energies on other interesting but unrelated activities instead of concentrating on completing the task."

Finally, the Youth Self Report [Achenbach 2001], which is the adolescent self-report form of the Child Behavior Checklist [Achenbach 1991], was used to assess emotional well-being. The YSR is used to determine the presence or absence of internalizing (e.g., anxiety and depression) and externalizing (e.g., acting out) problems. Because only the internalizing and externalizing scales are of interest in the present study, we limit our discussion to items and scoring for these scales. Internalizing and externalizing scores are calculated independently, with 31 items summed to create a total internalizing score, and 32 items summed to create a total externalizing score. Each item is scored from 0 to 2, with 0 indicating that the item is not true of the child, and a 2 indicates that the item is very true or often true of the child. For example, sample items reflective of internalizing problems include "I cry a lot" and "I would rather be alone than with others," and sample items reflective of externalizing problems include "I disobey my parents" and "I get in many fights." Higher scores

indicate more frequent and/or severe internalizing or externalizing behaviors, and lower scores indicate less frequent internalizing or externalizing behaviors.

Note that some adolescents did not complete all the questionnaires; in these cases, analyses were based on those participants with complete data (N's for each analysis are reported).

(Continue next issue)



ARTICLES NEEDED

Once again, I'm asking our members to please send me any Reynolds Family related articles or news stories that may be of interest to our members that I can include in our Newsletter. If it's something that you enjoyed then I'm sure others will enjoy it too.

I'm also asking each of you to think about the position of Newsletter Editor or even Web Master of our site: <https://reynoldsfamily.org/>.

I'm not giving up, and will continue as long as I can, but I just moved back to Texas and where I'm at now I have a real problem with the Internet, not just the upload speed, but also with it cutting out and back on momentarily, this causes uploads to reset. Last week, it took me 14 hours and 37 minutes to upload a video for one of the sites I maintain. That and the fact that I will be turning 81 in a couple of months!

If anyone is interested in either the Newsletter Editor or the Web Master, please let's talk!

Joe Reynolds



RFA OFFICERS**President**

Tommy Joe Reynolds

(316) 200-4974

tommyjoereynolds@gmail.com**Vice President Registrar**

Debra Ann Reynolds Jones

(302) 855-9311

WesDebJones@aol.com**Vice President Surname DNA Project**

Nancy Beth Wallander

(608) 797-7036

wallandern@gmail.com**Vice President Public Relations**

Fran Langley Ellsworth

(936) 229-8291

Rnbwend@gmail.com**Vice President Publications**

Berta Reynolds

(517) 944-134

damirel249@aol.com**Corporate Secretary**

Ern Reynolds

(540) 343-6717

ern_reynolds@juno.com**Treasurer**

Phyllis Reynolds Goelz

(480) 540-9449

dudpa.rfa@gmail.com**Director At Large**

Larry "Joe" Reynolds

(903) 717-1009

Joe.Reynolds@ReynoldsFamily.org**Director At Large**

Cynthia I. Nason

(334) 793-8247

CINason@comcast.net**Director At Large**

Connie Reynolds Davis

(617) 966-9500

nonnie.6@hotmail.com**Director At Large**

Dr. Rolland (Randy) Clinton Reynolds. Jr.

(210) 323-7820

spiderdoc1@aol.com**Chaplain**

Rev. John Allen Reynolds, Sr.

(386) 774-0181

pastorvcbc@gmail.com**NEWSLETTER EDITOR**

Larry "Joe" Reynolds

310 Kent Drive

Pittsburg, TX 75686-2131

(903) 717-1009

Joe.Reynolds@ReynoldsFamily.org