

Patricia Loth - Interview #8
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52:32

Note

This transcript has been lightly edited by TCC Archivist A. Demeter to remedy name spelling, misheard/missing words, and other minor corrections, 4/29/2024.

Summary

In this interview with Patricia Loth she discusses topics covering a large range of subject matter from the early years of the student paper The Challenge and TCC's first computer, to the controversy surrounding TCC becoming a state-run college and what some of the past Deans and Vice Presidents were like. Other areas of discussion include the climate of the school in 1965 and 1966, work and vocational programs, landscaping, the 20th anniversary cookbook, and Work Study.

Table of Contents

- I. Work History at TCC pt. I pp. 1
- II. TCC's Climate 1965-66 pp. 2
- III. Why TCC? pp. 2-3
- IV. Working Part Time pp. 3
- V. First Years of The Challenge pp. 3-4
- VI. Role at The Challenge pp.4
- VII. State Run Community College Controversy pp.4
- VIII. After Leaving TCC pp. 5
- IX. Main Differences Then and Now pp. 6
- X. Student Union Built Child Care Facility pp. 6
- XI. TCC 30 Years from Now pp. 6-7
- XII. Initial Thoughts About TCC pp. 7
- XIII. Educational Background pp. 7-8

- XIV. Work History at TCC Pt. II pp. 8-9
- XV. How TCC is affected by the People pp. 9
- XVI. TCC's First Computer pp. 9-10
- XVII. TCC's Goal and Unity in Mission pp. 10-11
- XVIII. Workforce and Vocational Programs Budget Cuts pp. 11-12
- XIX. Deans and Vice Presidents pp. 12-13
- XX. Job Duties and Scope as Secretary pp. 13-15
- XXI. A Behind the Scene Powerful Force pp. 15
- XXII. Interaction with Students pp. 15-16
- XXIII. Childcare Facility and Student Parents pp. 17
- XXIV. Role Played in Curriculum Development and Instruction pp. 17
- XXV. Changes in Programs and Courses pp. 17
- XXVI. Relationship with Students and Faculty pp. 18
- XXVII. Work Study Students and Jobs pp. 18-19
- XXVIII. Budgeting pp. 19
- XXIX. Class Scheduling pp. 19-20
- XXX. 20th Anniversary Cookbook pp. 20-22
- XXXI. Staying at TCC pp. 22
- XXXII. Landscape Changes pp. 22-23
- XXXIII. Becoming a 4 Year University pp. 23

Interview

INTERVIEWER RACHEL PAYNE: So would you first say and then spell your name?

PATRICIA LOTH: Patricia Loth. L-O-T-H. And most people call me Pat.

INTERVIEWER: When did you get involved with TCC?

Pat: I became involved with TCC in 1966.

INTERVIEWER: As a-- what was your title then?

PAT: My title then? Well I came here as a quote "secretary" to the *Collegiate Challenge*, which was the student newspaper.

INTERVIEWER: And, through the years, what did you do with TCC?

PAT: What did I do through the years? Well I worked with students who were turning in their stories for the newspaper. And I helped them with their vocabulary, with their writing, maybe ideas for some of their research that they were doing. From there, I was asked to work part-time in the Dean of Instruction's office and for faculty secretaries. I worked in various departments where they needed help. And shortly after that, the Dean of Instruction's secretarial position became open and I applied for it, and was hired. And, I don't really recall what year that was in, year that was in... 1967. And, uh, Dr. Paul Jacobson was the Dean of Instruction at that time. And I was the Dean of Instruction's Secretary, the Executive's Secretary, the Administrative Secretary. Yes, I had several titles but I worked for six Vice President's Dean's until 1996 when I retired.

INTERVIEWER: Okay, thanks. Can you describe the climate in our country at the time that TCC was founded? In 1965, '66, what was it like back then?

PAT: It was becoming rather turbulent at that particular time. When I started with the college, actually, the climate here was very quiet. We had primarily students from Lincoln High School and Stadium High School that were interested in pursuing a four-year degree and Tacoma Community College was there to provide the first two years. And students were very focused and interested in pursuing their education. And, I'm trying to remember what year it was, that, uh, '67 I believe, was when we started having problems on campus. We had student riots, and I remember the riot squad coming. And there had been a bomb threat for the building that I was in, and someone called us and said "Please, please get out of the building because there's been a bomb threat." So I took off across campus, and here comes the riot squad up the sidewalk. And with the big shields and big batons. We had students fighting, kickboxing. And I was standing there, it was so surreal I couldn't believe I was there. And I was close to faculty building 20, and Millie Rohrs called me in and said, "Pat, come on, you've got to get off the campus, you're gonna get hurt." So, that was one of the turbulent times I remember.

INTERVIEWER: So why did you decide to come to TCC?

PAT: Well, my husband was diagnosed with what they thought was a terminal illness, and I had four children at home. And the doctor told me that if I had a profession or if there were some kind of a job I could fill, I'd better go back to work, because chances are that my husband wouldn't live for another year. So, here I was, I had been out of the workforce for 15 years, and there was a big transition in technology. It went from the old upright typewriters to the electric typewriters, from the old Dictaphone machines to the beautiful new Dictaphone machines. So I thought, what am I going to do? Okay, I'll go back to school, to Bates Technical College, or Community... I don't know what it was called then... Bates Vocational School. And brushed up

on my skills, learned the electric typewriter, learned the Dictaphone, and applied for a job at Tacoma Community College, requesting that I work just part-time because I had children at home. And the Dean of Students interviewed me and suggested that I might be able to work out very well in the Collegiate Challenge office. So that's where I started, that's why I came to TCC.

INTERVIEWER: And how long did you stay as a part-time staff member? Before you went to full-time?

PAT: About two years.

INTERVIEWER: Were both of those years in the Challenge office?

PAT: Yes. I was asked to work for the first summer school with Bud Schaffer. And so that was an interesting position because it was their first summer school. We did all of the registration, [laughs] we did all the posting of grades, collected the money. We did everything in our little office, and I only worked from, I think, 8 to 1. So it was interesting and challenging but it was just the start of our first summer school.

INTERVIEWER: And what was the Challenge like back then in those first years?

PAT: The Challenge? It was very interesting. It was quite political because we had just formed a new student government. And if one of our writers would write something about what was going on in student government, and the person involved didn't like it, well, we'd certainly hear about it. And we might *feel* what happened, because of funding. You had to go to the student government for funding. So, they were young people, and they were already doing a little politicking. But it was interesting to watch, because they acted in a, most of the time, in a very adult way.

INTERVIEWER: And so the Challenge then was funded by student government?

PAT: Yeah.

INTERVIEWER: Was it associated with a journalism program at the college, or?

7:58

PAT: Yes it was. It was associated with the journalism.

INTERVIEWER: And so, when you were working with the Challenge, what was your role there at the paper?

PAT: You know that was a good question, because it seems... [laughs]. I was a secretary, I was an editor, I was a friend, and a mentor. I felt like a-- I was a jack of all trades. And I was learning to because I had been out of the workforce for 15 years, and it was such a strange feeling to be back at work again. And in an entirely different role than any of the other prior jobs that I had had.

8:48

INTERVIEWER: You came here in the very early days of the college. Can you remember how the college, the community college system as a whole, was formed and why that happened?

PAT: Well, vaguely I can. When I first came here I was hired by the Tacoma school district. All of the property here was owned by the Tacoma school district. The buildings were bought and paid for by the people who lived in Tacoma. And in 1967 a very controversial idea came up, and that was for the state to take over all of the community colleges in the State of Washington. Well, we were one of the lucky colleges that had buildings. And I'd say yes, it caused some, probably a lot, of hard feelings. I wasn't involved closely with it, but enough to know that there were some supporters of it and some not.

INTERVIEWER: And so you were here for quite a long time what was your next step after leaving TCC?

PAT: After leaving?

INTERVIEWER: After you left TCC, what did you do then?

PAT: After I left here?

INTERVIEWER: Yeah.

PAT: What did I do? First thing I did, we did, my husband and I, we took a month-long road trip. I wanted to go someplace where I couldn't be reached by telephone. And we took a beautiful trip through Banff, Lake Louise, Montana, Black Hills, Idaho, the mountains, Yellowstone. Just a wonderful trip. And I've always been involved a lot in volunteer work, even when I was working here at the college. And, I thought, you, know, I'm going to get busy again and get involved with the American Cancer Society. I've lost so many friends and family due to cancer. And I became involved as a volunteer at the Discovery Shop which is up on 26th and Proctor. And it's funded by the American Cancer Society, although we pay our way, and we have donated several million dollars in the years I've been there. They take used clothes, small appliances, dishes, glassware, and we fix everything up, wash and iron it, and resell it.

INTERVIEWER: So of course TCC has changed quite a bit since you first started. Can you describe the main differences you see now are when you come on campus?

PAT: Well, today coming on campus, I didn't even recognize the campus. When I first came here there were no trees, there-- the roads were full of holes. It was pretty desolate. And the buildings were all short, small. And we always kidded that they were definitely colleges that were built for California, but here they are in Washington. So that was-- and then coming back

today and remembering how we had to fight for budgets and wait for all the other community colleges to get buildings. And even remembering how the students were able to get a student union building by having some taken out of their tuition money. And also the Child Care Center – same thing. The students were wonderful in figuring out ways that they could fund things. If they wanted them bad enough, we'd get them. They maybe weren't the Taj Mahal, but they were wonderful. We were happy.

INTERVIEWER: So when, do you remember when the first student union was built?

PAT: Oh goodness, let me see. I just have to give a wild guess, I really don't remember.

INTERVIEWER: Was it sixties or seventies?

PAT: No, I think was in the seventies.

INTERVIEWER: How about the Child Care Center?

PAT: And that was later. That was later.

INTERVIEWER: Okay. So I've been asking – this is one of the general questions still. So 30 years from now what do you think TCC will be like? Do you think will have the same mission? The same appearance? The same kind of students? Or do you see any changes coming down the road?

PAT: Well since I've been away, for 17 years, I don't know what kind of students they have now, but I would imagine that they probably are the fine students that we had when I was here, and they're interested in furthering their education. We had a great faculty. And my grandchildren have gone here, and were so happy to have gone here. They were given the help they needed, the faculty were there for them. They got a great education here. What I hope 30 years from now, that this is a four-year college. It has all the potential of being a four-year college. And

now with all of these wonderful new buildings. I can't believe it! I said it looks like a real college now! I'm so proud of it!

14:35

INTERVIEWER: Okay. So I'm going get into your personalized questions now. We've already talked about when you first arrived at TCC and what initially drew you to the college. So we'll start with, do remember what your initial thoughts and emotions on your first day when you started work here?

PAT: Well to me it was a little overwhelming since I'd been out of the workforce for 15 years. But I always loved education, and always wanted to keep learning myself. And I thought, what a wonderful way to do this. I had hoped one day to be a teacher myself, but it didn't, my life didn't turn out that way. So, I was happy to be affiliated with college atmosphere.

15:23

INTERVIEWER: So can you tell me a little bit about your own educational background?

PAT: Well, I graduated from high school in a small town in North Dakota when I was 16. The war had come along, and my father taught flying, he was a pilot, so he went off to World War II. And my mother and I went to Minneapolis where I went to the Minnesota College of Business, and it concentrated primarily on becoming an executive legal secretary. I was being trained to work for attorneys, and it was really stringent curriculum. But I liked it, I learned a lot.

INTERVIEWER: So how did you end up in Washington?

PAT: How did I end up...? Well, I worked in for six years in Minneapolis and St. Paul. My last job was in 3M, I worked in the patent office as a legal assistant for one of the chemist attorneys there. So, I was lucky enough to meet many of the inventors of Scotch tape, Scotch White,

Scotch Gard, knew them personally, and it was a great place to work. I've liked every place that I've worked. And, so, my husband was recalled for Korea. And, when he came back we said, you know, let's move someplace else. You know, where the weather is nicer, where there isn't that much snow. So, he said, I love Washington. You can ski one day, golf another day, go to the ocean one day, go to Eastern Washington another day. I said sounds good to me let's go. So we did.

INTERVIEWER: Okay. So we talked about the title of the first job that you held a TCC. It was secretary to the Collegiate Challenge?

PAT: I don't even know if it had a title, but that was good enough.

INTERVIEWER: So who were the different people that you have worked for?

PAT: Who are the different people?

INTERVIEWER: Mhmm. You said you work for six vice presidents and deans?

PAT: Well, Dr. John Terry; I worked with him first, I helped his secretary when he presented a very large load of work for her. And he also taught poetry. So I worked part-time there. And then, I worked for Dr. Paul Jacobson who was the next Dean of Instruction. Then Dr. Rhule, Dr. Robert Rhule. And then after him it was David Habura, who was instrumental in bringing in the computer technology to the college. He had formerly been with 3M, no not 3M... just give me a minute, well I'm trying to remember... I guess it doesn't matter, he had been in the business world, but anyway.

INTERVIEWER: What was his position? Was he a vice president or dean or something?

PAT: Well, let's see, what was his title then? The titles kept changing, mine didn't change so much, but the titles did change. Um, I think the title did change to... I don't know, but I don't

think it was vice president then, but it was David Habura. And then it was Frank Garratt. And after Frank Garratt, it was Kathy lonni Brown. She was our first vice president, first woman Vice President of Academic Affairs. Mhmm.

INTERVIEWER: And so, uh, all these people have different personalities and working styles and everything. How did that kind of shape the college as things went along?

PAT: Well, as you know everybody has a different type of personality. And each vice president had their ideas about the way college should be, what we should focus on, how it should be handled. All entirely different personalities. All very flexible and easy to get along with. Hard workers. I think they enjoyed their jobs. Although it was really a very busy, heavy job. But as I was just saying David Habura brought us into the computer era. Um, when we got our first computer--

INTERVIEWER: And when was that, approximately?

PAT: Approximately, probably in '73 or '74.

INTERVIEWER: That's quite early.

PAT: Mhmm. A gentleman from California had come up and, he had a computer business and he wanted to set one up here, but he had to have some place to put it. And establish residency in the state, first of all, before he could bring the business here. So, he said would you have like to have the computer, have computers. So, in the administrative office we had a computer. Of which many of us shared it. The college Information Office shared it, the Continuing Education, about six of us, shared.

INTERVIEWER: So you used it?

PAT: Oh yes. We had to program everything.

INTERVIEWER: Was it better than the typewriter? Or was it better than the equipment you already had?

PAT: Well, it was entirely different. I had a Selectric II, which a lot of us who did secretarial work and of lot of typing loved our Selectric IIs. But, it was, you could see that it was the future, so you better darn well get on the bandwagon and learn it, or else you'd left behind.

INTERVIEWER: So you say you had to program everything, did the company provide training for you on how to do that and everything?

PAT: Yes they did. And David Habura was very knowledgeable too. And, he set up the first program of studies that the college had. That was every single program, what the college needed, and when. And that was a big job. And many times, he'd be here till midnight, and so would I. And when we had a budget cut, that was another time that the Dean of Instruction worked many, many hours to keep the faculty employed. And a lot of them didn't realize that, and didn't know it, and maybe won't know until they hear me now.

INTERVIEWER: So, certainly there were many personalities and people did have different ideas about how things should be done. But was there sort of unifying idea of a mission that the college had that everybody was working towards? A goal that everyone was working toward together? Did you feel that sense of unity?

PAT: Oh I think so. I think in the college [clears throat]... excuse me, had set goals. And the Dean of Instruction, or the vice president's job was to meet that mission. And all of the associate deans, division chairman, were dedicated to furnishing the best education that they could. And also, keeping up with the times. When we went through the budget cuts in the eighties, and there were many, many people out of work, in Aberdeen and other places, and other

communities close to here, and people were sent here for workforce training. So we had to get on the bandwagon again. And offer some classes so that they could become productive again. They wanted to work.

INTERVIEWER: So the first workforce training and vocational-type programs that the college offered, were those result of the budget problems in the eighties?

PAT: Mhmm. Yeah, in the eighties. Yes. And it's hard, it's a hard thing to do to keep all your faculty, offer all the programs that are needed, but everybody worked toward that end, towards that goal. And it wasn't easy.

INTERVIEWER: Were there some layoffs anyway?

PAT: We had one faculty be laid off, only one.

INTERVIEWER: What about staff?

PAT: It's very, it was very, very good. And, yeah.

INTERVIEWER: Were any staff members laid off, non-faculty staff?

PAT: Well, I'm thinking about faculty buildings, and you know, what's associated with instruction and student services. Those people had to be here to serve the students. So, I would say, only in the areas where they were not critically needed. Yes, they probably were laid off.

But not many.

INTERVIEWER: Would you like to take a little break and have a drink of water?

PAT: Mhmm.

[Water break]

PAT: I feel like I'm bumbling along like an idiot.

INTERVIEWER: No, no, no, this is great stuff.

PAT: You're probably bored stiff.

INTERVIEWER: Not at all.

PAT: Must be something to have to prepare those questions for everybody.

INTERVIEWER: [Laughs] Well you know, I haven't been here that long myself. I got here in 2008. But I've had a lot of time to look through-- Dan Small has collected a huge archive of photos and stuff. And so, I've done a lot of stories on people who are retiring, or things like that. So I've looked back and tried to find things in the archives. So I've spent hours and hours just looking through it. And it's been interesting. I have learned quite a bit about the history and it's pretty fascinating. It's a real slice of Tacoma.

PAT: It is, and, but you know, the deans, or the vice presidents, they were all so unique in their own ways.

INTERVIEWER: Can you give me an example of that?

PAT: Well, I was thinking about Cathy Ionni Brown, brought her own style, which was... she always had time for people, she was very much a people person. And I think when we've had people come into the vice president's position that have been at other colleges they bring a lot of ideas from other colleges that bring the best from someplace else.

INTERVIEWER: And did she come from another college?

PAT: She came from Wayward College in Honolulu, Hawaii. She did. Very interesting. And I had never had a woman boss so I was apprehensive, but she was a wonderful person to work with, really, yes.

INTERVIEWER: So now this one, I'm sure, you already read this. What exactly is, and I'll put quotes around this, "secretarial work," and how did that play out at the college when you had to wear some many different hats?

PAT: What do you mean? What most people think of secretarial work? And it seems like people used to, kind of look down on it, and yet... I think that's a mistake, because I think any job is what you make it. And what you put into it. And if you feel good about what you've done, it doesn't matter how someone else thinks about it.

INTERVIEWER: So what were the sort of tasks that you would perform kind of on a day-to-day basis? And how did that change over the years?

PAT: Well, which job?

INTERVIEWER: Well I don't know, pick one I guess.

PAT: Well I'll pick the one that I had the longest. How did it change over the years? Well...

INTERVIEWER: Which job did you have the longest?

PAT: The administrative assistant. Or administrative secretary, I don't know what it's called. Like I said, the dean's titles kept changing, but mine didn't. But, the way I think it changed was... so much of it was due to technology, what we were able to do. Definitely the word-processing made it a lot easier, and people having the computer so they could communicate across campus. I could send my minutes across campus just by pushing a button rather than having to go out and pour some liquid into the old ditto machine, and crank it up, and get it moving, and try to keep from getting too much purple on my clothes. I was running off a hundred copies to send around campus with mail, so I'm sure it helped the mailroom too, not to have to haul all these minutes around campus. But I found the technology changed a lot.

INTERVIEWER: How about the scope? It sounds like in the very early days, you said you were doing things like registration and posting grades, and stuff like that. When more people came on board, I mean did you have a registrar at first who would do registration, or was that your job?

PAT: Oh no it was my job. I'm just talking about summer school only, that we did our own registration. Yes, we had... listen, the person wasn't really called the registrar, I don't recall, but. They had a title too, but I don't recall what it was. Could have been admissions director or something like that. But... a lot of the meetings were changing as time went on. We had a lot of meetings, but they were meaningful meetings because agendas were set and timelines were followed, because people were very busy. I mean, they were doing a lot of other things too, had a lot of demands on their time. So if there were a meeting you had to make the best, most of it in the time allotted for it.

INTERVIEWER: And you said that during the early eighties when they were having the budget problems you were sometimes you're till midnight. What sort of things did you need to get done that was so pressing?

PAT: Well, for one thing I was helping the Dean of Instruction go through the transcripts of the faculty to make sure that for their major and their minor, so that if then taking a look, which of course the Dean of Instruction would do all this, would take a look at, how the population was holding in the classes, and what was the demand for the classes. And if it were down, then he would look at the faculties minor and say, aha, this person can be in the speech department because we need somebody in speech. So rather than hire somebody – and a lot of people weren't happy about it – but that entailed a lot of time. Also, we were inputting data for the

program of studies, and I did a lot of that and that took a lot of time because we offer a lot of classes.

35: 49

INTERVIEWER: Okay. Alright. People have referred to you as a person behind the scenes and a powerful force, which is a quote from a nomination in December of 1991, what do you think they mean by that?

PAT: I have no idea [laughs]. I have no idea. I couldn't possibly have done my job without the help of so many people on this campus. We all worked together as a team. And in my particular position I was lucky because i think my job touched almost every part of the campus at some time or another. And so I was fortunate enough to get to know so many of the people here. Both in the staff and faculty, and the administration.

INTERVIEWER: Did you interact with the students at all, how are you mostly on the instruction side?

PAT: Yes, well, I didn't interact with them as much as when I was at the Collegiate Challenge. But student government people would often come in to talk to the Dean of Instruction, and of course they'd talk to while they were waiting in so I got to know the student government people. And unfortunately our office had to handle a lot of the problems on campus, if we had problem students and academia, then unfortunately we would have to handle that. But most of the times the students were quite good, and most of them were here to get an education. Some of them were working nights and they would come to school during the day. And sometimes go down and work on the newspaper too before they'd go home. My interaction with the students wasn't as close as it was when I was with the Challenge.

INTERVIEWER: You said they raised funds to get a childcare center, maybe in the eighties or something like that? Possibly, or...?

PAT: I'd say probably in the eighties.

INTERVIEWER: Okay. Was that because a significant number of our students were parents who were coming back to school?

PAT: Oh yeah. Very many.

INTERVIEWER: Does that change over the years, or was it that way from the beginning?

PAT: No. It was primarily high school graduates that came here. It was, I believe, set up to be the two-year college that prepared students for their first two years of college and would transfer on. And that's mainly what we had, but as time went on we saw more and more people, number one because of the budget cuts, and losing their jobs and having to come back and be retrained. We had a lot of families breaking up, women having to go back into the workforce, coming back to further their education. Yes, it was a big change.

INTERVIEWER: So what were the roles you played in curriculum development and instruction?

PAT: Well, I attended most of the meetings [laughs], and I'd look at the paperwork to see if it were filled out correctly, and that was about the extent. I didn't have any input, but I kept minutes from all of the meetings, and enjoyed the meetings.

INTERVIEWER: And I suppose they're still around somewhere?

PAT: That I don't know.

INTERVIEWER: Most likely or maybe?

PAT: I left a lot of things.

INTERVIEWER: How about the Board of Trustees minutes, did you do those ever?

PAT: I filled in for the president's secretary a few times, yes.

INTERVIEWER: Because those are all bound in books, and we are still have them all the way back to the beginning. We've talked about this a little bit. How have the programs and course offerings changed throughout your years here? You left in '91 was it?

PAT: '96.

INTERVIEWER: So how have things changed over the years?

PAT: Well I can only speak from '66 to '96. At first we started with just strictly academic courses, transfer courses. And as time went on, we ventured into the vocational offerings. More and more of the community colleges were offering the vocational courses. So, I believe nursing was one of our first ones and eventually EMT, Rad Tech, Human Services... There were others too.

38:57

INTERVIEWER: How would you characterize your relationship to TCC students and staff?

PAT: My relationship?

INTERVIEWER: Mhm.

PAT: I think it was excellent.

INTERVIEWER: You still keep in contact with quite a few of the staff and faculty, right?

PAT: I do. I still see, periodically, some of my work-study students. And it's always good to see them and see what they're doing and how they're doing. A lot of them got good training working in our office. And they were great help to me too.

INTERVIEWER: How did you choose your work-study students?

PAT: How did I choose them? Well, usually they were sent to me from the Financial Aid office. And, they did a good job of sending people that they thought would work out in our office. Because there's quite a bit of confidentiality in the office. And, it was in the administration building so they expected certain things of the students too. And, I also was lucky enough to have interns come from the Business Occupations program too. So, some of those students were so good, trained so well here at the college. And then, after having experience working in our office, they were able to apply for jobs here at the campus, and eventually work here.

INTERVIEWER: So can you give me an example of somebody who did that?

PAT: Yes. I had, Marty Lampman was one, she was in Karen Munsen's Business Occupations program. And I worked with her, and she also-- I hired her part-time to work with Margaret [Heaton?] in building 9. The big faculty building. It was just part-time, we didn't have money to hire anybody except part-time. And eventually we were able to find enough money to hire her full-time. And she worked out very well. Another one was [Beek?] Homer and she ended up in building 9 also. And another lady that worked for me was Donna [Masko?], I believe that was her last name, I hope I have it correct. And she did a marvelous job in our office. And eventually applied and got a job up in buildings and maintenance.

INTERVIEWER: So you've talked about the chronic shortage of funds at the college. Did you manage a budget for your area, at some point?

PAT: Did I manage a budget for our area? Yes I did.

42:03

INTERVIEWER: Okay. So what were your priorities when it came to spending and creating a budget for the year?

PAT: Well... Actually for just our office, it wasn't that complicated. Because it was the dean of instruction, and me, and then maybe one other person that did the room scheduling and other work. But I also did the budgeting for the faculty buildings to make sure they had enough paper, machines, equipment. They felt comfortable coming and saying, you know, I really need this. I'm tired of being out of paper all the time, so is there some way we could get a supply of paper. But, so we, yeah. And of course make sure there was enough dry markers for the boards in the classrooms. And also to make sure that it was available for our evening instructors, so. It was trying to make sure that we would have enough supplies for the faculty so that when they went into the classrooms that it would be there.

INTERVIEWER: Did you do room scheduling and things like that or was that somebody else?

PAT: Somebody else did that in our office. We also did the schedule in our office.

INTERVIEWER: Oh, the schedule. So the class schedule?

PAT: The class schedule.

INTERVIEWER: So did you actually type that up yourself?

PAT: I did. Many years.

INTERVIEWER: Wow that must have been a big job.

PAT: Oh it was, it was a big job.

INTERVIEWER: And how many did you send out per year?

PAT: Umm, four.

INTERVIEWER: Do you remember how many households they went to?

PAT: You know, I don't. Honestly, I don't.

INTERVIEWER: Okay, let's see.

PAT: I was very happy when the Public Information Office took over the schedule.

INTERVIEWER: Do you remember when that was?

PAT: Oh, let's see. Of course Dan Small was there. And they were computerized, they had a very good computer so he was anxious to use it, and I was anxious for him to use it [laughs]. So, that must have been in... I would say the early eighties, just a guess.

INTERVIEWER: And you brought with you another publication with you today, a cookbook that someone made, can I get that for you here?

PAT: Sure.

[grabs the cookbook]

PAT: Oh, this is our 20th anniversary cookbook. And I requested of Dr. Opgaard, our president that time, if we could do this for the anniversary. That I would work on it, after work, if I could use the college computers. And he said yes. And so I said, well, could we use the print shop? He said, well, yes if you pay for it. So...

INTERVIEWER: So how did you pay for it?

PAT: We sold these. They came out about Christmas time. And it was just a labor of love, just to do them. And one of Dan Small's students in the college Information Office was quite an artist, and this is one of his drawings that he did [holds up drawing]. And we have those within this cookbook. So, he just did beautiful work and he was kind enough to do all of those for our 20th anniversary cookbook.

INTERVIEWER: Can we find one in the book and see it?

[Finds picture]

INTERVIEWER: Oh, that's a nice one of the Columbia Theatre.

PAT: Yeah, the Columbia Theatre. So, it was a hit.

INTERVIEWER: So who contributed the recipes?

PAT: Pardon?

INTERVIEWER: Who contributed the recipes for the cookbook?

PAT: Oh! People turned them in. Since I was lucky enough to know a lot of these people, I made sure that everybody I knew was a good cook contributed. And I made sure that people from every building contributed recipes for here.

INTERVIEWER: Do you have a recipe in there?

PAT: Oh sure.

INTERVIEWER: Do you remember which one you contributed?

PAT: Oh, I contributed one. I think it was for chow mein [laughs]. Not very interesting.

But there's some very interesting ones in here, I was just amazed.

INTERVIEWER: Do you still use that?

PAT: You know at times I do. My daughter used this cookbook and, she said "Mom I was going to make some spaghetti, and it says in here to use ten cans of tomatoes!" And I said "What, whose name is on that?" She said, "Dr. Jack Hyde." Well he was our geologist. And he took a geology trip every summer with his students. So this was one of his recipes. I think he took, oh, 20-25 students. And they took a camper, and they all took turns cooking. Well this is one of his spaghetti recipes in here.

INTERVIEWER: But it's for feeding maybe 25 people [laughs]?

PAT: It's for feeding 25 people. So it's-- we got that straightened around.

INTERVIEWER: I understand, I think, why you decided to come to TCC, why did you stay here, for such a long time?

PAT: Well, I loved my job. I loved the people I worked with. It was, um, we started out together, and it was like a small community. We... we went through a lot together.

INTERVIEWER: And who were some of the people that kind of stayed with the college, along with you?

PAT: Oh, let's see. Well, Frank Garratt was one of the originals. Paul Jacobsen was here for many years. Oh gosh, there's so many. So, so many. A lot of classified staff, a lot of maintenance, landscaping people, all departments.

INTERVIEWER: So you said that when you first started here there were no trees, and now we have lots of trees and landscaping, do you remember how that happened?

PAT: Well vaguely. I'll just report what I was told, and that was, somebody – I don't know if it was a landscaping company, that had a lot of trees, or somebody was clearing a lot of trees, somewhere – and they said, "You can have them." They called the college and said you can have them. So where they got the trucks, I have no idea. But they loaded up all of these trucks with all of these trees and so forth, and planted them. And we didn't have any irrigation or water really. So, somehow they managed to get hoses to some of them because they were planted as I recall, in spring, early summer. And tried to keep them watered so they didn't die, but a lot of them did. But we didn't have any landscaping, we had a lot of scotch broom, which has been removed.

INTERVIEWER: Alright. And so has your opinion of the college changed since the early days? Or do you feel the same way about it as you did about it back then?

PAT: Well times have changed, a lot. And, I just remember the way things were. And as you know, everything changes, you have to go along with the times. I think it's great that it looks like a big college now. And I hope it becomes a four-year college, I think it would be a great service to this community.

INTERVIEWER: If it did become a four-year college, do you think we'd still be able to service the same students?

PAT: Oh yes, of course we would.

50:30

INTERVIEWER: We could still keep our relatively lower tuition and everything and be a four-year college?

PAT: I hope so. I would think so. I believe that, all of the people that I've known have reached the goals of the college. And they have their mission, they know what it is, and most of them are dedicated to make sure that the students come out here with a good education.

INTERVIEWER: Would you say that's our core mission? To make sure students come out of here with a good education?

PAT: I hope so. I hope so.

INTERVIEWER: So is there anything that I've missed, you know, when we're talking together, that you think I should know, or that you would like to share?

PAT: I think you know quite a bit! Maybe more than I wanted you to know [both laugh]!

Because I am a private person, probably because of all the confidentiality we always had, but I'm afraid I was a little more open today that I usually am.

INTERVIEWER: Well thank you very much for coming in.

PAT: You're welcome.

INTERVIEWER: I do appreciate it.