

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Women's Herstory Project

Women and Work

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PATRICIA TOMILLO

Interviewed

by

Arlene P. Grohl

on

September 27, 1987

YOUNGSTOWN STATE UNIVERSITY

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INTERVIEWEE: PATRICIA TOMILLO

INTERVIEWER: Arlene P. Grohl

SUBJECT: mother's influence, library work, union
leadership

DATE: September 27, 1987

G: This is an interview with Patricia Tomillo on Women's Herstory for the Women's Resource Center in conjunction with the Youngstown State University Oral History Program by Arlene Grohl. This interview is being conducted at her residence on Fifth Avenue on September 27, 1987.

Pat, can we begin by your telling us about your family and what occupations they were involved in?

T: My father worked at Commercial Shearing. He was a lift-truck operator and my mother was a teacher. She teaches at Ursuline; she is a business teacher.

G: Do you remember your first job?

T: Yes, I do.

G: Tell me about it.

T: My mother's sister owned a dry cleaners in Hubbard. I thought it would be real cool if I got a summer job. So I went to live at my aunt's for the summer. I worked in that hot, hot dry cleaners. It was kind of interesting. I don't think she really needed me. I don't think she needed summer help. Some days, she would say, "Oh, you don't have to come to work today." So I would play. It was not very structured. It was kind of redundant.

G: What did you find satisfying or what kept you going to that hot work?

T: I am not really sure. I think it was because all of my friends had jobs. Most of them needed to and so they had jobs. I thought I should too. Maybe it was just wanting to be like everybody else.

G: At what point did you seriously get into the labor force?

T: I am not sure if my next job was serious either.

G: Tell us about it anyway.

T: I talk and say that I don't have anything to do with doctors or hospitals. My second job was in a hospital. I was going to college in Cleveland and there was a woman who lived in my dorm who had gotten a job at Rainbow Babies and Children's Hospital. It was for the next fall, but she wanted to work through the summer. They said to her, "Okay, you can work through the summer if you get a partner." I felt sorry for her. I knew she had to work in order to go back to school. She had to pay for school. She needed somebody who would be willing to work long hours. We used to get up at 6:30 and prepare breakfast for kids in the hospital. We would work from 6:30 until something like 10:00. Then we would be off until 11:30. We would prepare lunch and then have the afternoon off and then work again.

G: At suppertime. . .

T: We worked from 6:30 a.m. until 9:00 p.m. everyday with breaks between meals, not ideal, no union obviously. We would be there to prepare the meal and do the dishes, have a few hours off, prepare the next meal. I just knew that Pat needed to do that. Nobody else in our dorm was willing to spend their summer doing that. In a moment of weakness, I said, "I will go with you; I will work for the summer; I will stay in Cleveland."

G: Did you ever regret making that career choice?

T: No, it was kind of nice.

G: What kind of satisfaction did you get out of that besides being a loyal friend?

T: I liked working in the hospital. Most of the children in that hospital had long-term illnesses.

Most of them were not going to make it. What we would do during our breaks was spend time with the kids and play with the kids. That was kind of nice. At the end of the summer, I took my money, that poor friend of mine had to pay to go to school, I took mine and took a vacation.

G: Were you done with college at that point, you just took a year off?

T: No, I took a summer vacation, two weeks or something.

G: What were you studying?

T: English, always English.

G: Is that what you got your degree in?

T: Yes.

G: Tell me about what you did after you got your bachelor's degree.

T: When I first got my degree, I decided I wanted to stay in Cleveland. I never took anything marketable. I did not take English with education; I took English. Actually I was in education for part of my college time but I realized that I did not really want to teach. My mother teaches. Her sisters all teach. It was just something that I assumed I would do, and halfway through college I thought I really do not want to do this. So there I was an English major! In theory, the world is open to you. You can go write for the New York Times or be an editor at Random House, but practically it is not real marketable.

G: What year was that?

T: The summer of 1972. I got a job from somebody who I knew. He worked for B.U.D.A., the Ohio Bureau of Drug Abuse. Those were in the days of methadone clinics. It was in downtown Cleveland. I was a secretary. It was even worse. I had no secretarial skills. I was the secretary at the Ohio Bureau of Drug Abuse in downtown Cleveland. All of the heroin addicts would come in. The nurses would give them a little fix of methadone, supposedly to wean them from the harder drugs, but I am not sure the program worked. I was supposed

to be the secretary. I did not type.

G: What did you actually do? I take it you did not do your job.

T: I was a secretary for the assistant director. It was a typical power play. He needed a secretary because the director had a secretary. Every executive should have his own secretary, but he could not generate enough work to create a job for me. I would type the payroll once every two weeks, type a letter for him. There was not all that much for me to do. When I would leave for lunch, he would say, "Oh take your time." I would walk around downtown. I would come back and I would read. I would go in and help the nurses prepare their methadone, so many c c's of methadone for various people. I would help them set it up.

G: Did you have any contact with the actual clients?

T: Only because I would sit and talk to them. My job did not entail that I would have contact. I was not counseling or anything. I would get to know them. I did that for just a few months.

G: I was going to ask you what your priorities were to make you stay with the job that obviously. . .

T: I did not stay very long. I had applied for a job at the Cleveland Public Library. I went home for a week for some reason and my mother suggested that I go down to the library here in Youngstown. I went down and they hired me. So I moved back to Youngstown.

G: What job did you apply for?

T: Children's librarian.

G: Did you really?

T: Yes, I used to be a children's librarian.

G: Is that the job that you sought when you went to apply? Were you pleased?

T: I was pleased. At that point, if you did not have a master's degree. . . This is one of those unfair things that comes about in the hierarchy of education whether it be schools or libraries. If

you don't have a master's degree, you can work with the children but not with the adults. It is the same way in the schools. It all works that way. I knew that was probably the job that I would get. It was fine. By that time, it was further on in the summer of 1972.

G: You were in the main branch working with the children. What kind of responsibilities. . .

T: No. They trained me for a few months. They had just opened a sparkling new branch at the McGuffey Mall. The personnel director decided, probably from my past experience at Rainbow Babies and Children's Hospital and at B.U.D.A., that I would work well in the inner city. I am sure that she was right. She gave me a little talk about it taking a special kind of person to work in an inner city. . . I went off to McGuffey and I did the children's work at McGuffey. The library there was new enough that they had lots of innovative programs, maybe not innovated, but at least programs. I was in charge of selecting books for McGuffey. I did that for a couple of years. It was a very small library.

G: What did you feel was in your background that qualified you to do that sort of work?

T: Books. Look around (books in my apartment).

G: You were obviously around books. Could you go from literature to children's literature?

T: It is interesting because at that point I could not imagine myself as an adult service's librarian.

G: Is that because of your age?

T: No, just because there was something intimidating, even walking into the main library and all of those books. I don't know.

G: You were not buying into the stereotype of the hierarchy, were you?

T: Probably, I am sure. I was probably also buying into the stereotype. You know the type of people who are librarians. I was so much more outgoing. You work with children and you can be alive in the library. The other people are kind of sedate. My

friends would say, "Oh, I cannot imagine you as a librarian." Well a children's librarian is different. So it was that stereotype too.

G: That extravertedness is excused.

T: Right, you can be silly.

G: I want to ask you if you can recall what your attitude was during your interview. When you just kind of happened into the serendipity and your mother said to go down there and interview with them, did you want the job?

T: Yes, to be in a library would be great. It was something that I had thought about. This is kind of interesting. As a kid, I would take my mother's books, not mine of course, I did not write in my books, but I would take her books and draw a square in back and put little squares and pretended that I was checking her books out for her. She still has some of those books. I am surprised, being as much of a fanatic as I am, that even as a kid I did not use a ruler. So the lines were not real straight. I would expect that I would use a ruler.

G: She probably has those. Do you remember what she did when she ever found that out?

T: She probably just rolled her eyes. That is what she is still doing, just rolling her eyes, when I do things.

G: So during that interview you were serious, you were seriously seeking a job, and you felt that just your love of books and your extravertedness were going to be right for that job.

T: Yes, I felt okay about it. I was not sure where it would lead. I was a little nervous about having graduated with a degree in English. People are expecting as much from you and here you have this degree that is not marketable. You better find something fast.

G: Who were these people that you. . .

T: You know, "They."

G: I know who "they" are, I wonder if "they" had a particular face.

T: Probably me.

G: So even from the beginning, in the early 1970's you were ready to be liberated, but there was no way to do that. In a sense you were doing it on your own.

T: Maybe.

G: Right?

T: Yes, to some extent, sure.

G: Do you think your mother always had this in mind for you, this kind of work?

T: No, I think that we all thought I would be a teacher.

G: Was she disappointed by your choice?

T: No.

G: Have you ever been regretful.

T: No, walking the picket line, no, not at all. I think that I grew up at a time when girls were teachers or nurses or nuns. What else could girls be?

G: That was it, three.

T: Of course, nuns are teachers or nurses, so maybe that is only two. We all knew that I would not be a nurse. I never considered it. All of my aunts were teachers and, of course, that is what I would be.

G: Jumping ahead a little bit, and looking back retrospectively to 1972 and your career from that point, do you ever regret having fallen into the stereotype, the expectations that you have considered fulfilled, the expectations that people have had?

T: I am not sure I have.

G: What do you mean by that?

T: I don't know; it is probably because I am not going to school. I think I am supposed to go to school.

- G: That is the part I want to hear. Why do you feel that you have not although this was not a very typical career and even one that was somewhat expected of you? Why do you feel that you are not part of the mold? Do you know what I mean?
- T: Probably more because of my. . . Maybe that is more social than career. I work at being downwardly mobile instead of upwardly mobile.
- G: Yes, that is the kind of thing I know about that, but tell me.
- T: I won't go to the mall.
- G: Or to showers.
- T: Right. I tend to rant and rave about things that are important to me.
- G: Do you do it on the job too or just in your private life?
- T: Sometimes, today at work I was trying to explain to this woman why Bork should not be alive or whatever. That is extreme--why he should not be where he is. Yes, I do rant and rave. She had said to me, "I hope those people in San Francisco don't give the pope a bad time today." I said, "Why not, he deserves it." She said, "But. . ." She is a friend of mine.
- G: I do kind of go on about things at work.
- Did people always allow you to do that from the moment that you walked on the job, or did you have to earn that?
- T: I think I earned it without realizing it. Now I can get away with a lot. I do get away with a lot.
- G: What is your specific job?
- T: I am called adult coordinator, coordinator of adult work, south region.
- G: How many people are adult coordinators?
- T: Three. The county is divided into three regions, and each region has a coordinator of adult work and a coordinator of children's work.

G: How many people are at your level?

T: Six.

G: We are referring to those people.

T: Or those above or even those just a little below. They tend to dress more for success. I get away with dressing less for success. They seem to say, "Oh well, you know how she is, it is okay." I sort of had to earn that.

G: How? Do you remember how?

T: By being competent.

G: Did you consciously do it?

T: No, I don't think so. I think that you can get away with saying a lot and doing things that other people don't get away with if you prove that you are competent at your job.

G: Do you feel you made any sacrifice or that it took you a very long time to earn that respect?

T: I don't know. I don't think so.

G: Did you walk on the job feeling confident because you sounded like from the moment of the interview you just felt that you could do that job, and that is why you took to the job?

T: Yes, I felt competent, as competent as somebody feels at the age of twenty-one when they have just gotten out of school and they are not really sure what is about to happen to them or why it is happening. I feel a lot more competent now and confident. I think because of that I "get away with a lot." Whether it be the fact that I don't dress in a grown-up manner, so to speak, as the rest of them. I wear knee socks sometimes.

G: You are not going for the shock; you are just going for the unexpected. What barriers do you feel that you are breaking?

T: I am not even going for the unexpected at work. I am going for the comfort. I refuse to wear three-inch heels and walk around being uncomfortable or feel that I am dressed in a way

that does not suit me or I cannot move freely. So I am not even really going for shock. Some of what I say at work is maybe for shock, but not the way I look.

G: You did this in the beginning of your career, so this was part of what was natural in you; do you feel that they hired the person and they got the person and that you never put on any airs about that? What I am trying to ask you is what do you feel that you brought to the children that made you feel confident and aware of your own confidence?

T: What did I bring to the children? People who know me now are sitting in a corner saying, "She worked with children, oh no." Probably my love of books and my acceptance of them. It is okay if they were a little weird, some of them. After I worked at McGuffey, I worked at Campbell. I did like working with kids.

G: I worked with the inner city kids too. A friend of mine put it as we were sharing stories about them that they tend to be very salvatory. I thought, that is a fine word. Does that fit with what you found?

T: Yes, they don't expect as much and so smaller things become a pleasure.

G: They are more meaningful.

T: Yes.

G: How long did you work with the kids? What course did your career take?

T: I worked with them for four years. In 1975, I decided to take a year off and go to Kent and get my master's, my library degree.

G: What kind of pressures came to bear on that decision?

T: It is interesting. At the library, they hired us, not with the understanding, but with the idea that perhaps we would go on and get a degree. I went to school in September of 1975 with not much pressure other than the fact that I loved to go to school. By 1977 or 1978, there was much more pressure. They were no longer hiring people without master's

degrees. Those who did not have them were just sort of on the job dying out. It was very difficult to get a promotion if you did not have a master's degree.

G: I was going to ask you about promotions and career goals. Do you remember how much your contract was for or how much was your first paycheck?

T: I know that when I was hired in 1972, I made \$4,400.

G: Do you remember getting your very first paycheck because that is one of my favorite memories? I still have the stub, do you?

T: No.

G: What did you do?

T: I am organized. I just threw it out.

G: What did you do with your first paycheck? What kind of meaning did it have for you?

T: It probably did not have as much as it should have. I am trying to remember. I probably did something. When I was hired at the library, there were maybe six or seven other people hired around the same time. We trained together for the first few months before I went off to McGuffey. We probably all went out for lunch or something. It was that kind of thing. It was only \$4,400 a year. I did not go to Rome or anything. Even in 1972, that was really low.

G: That is low. In 1967, I was hired for \$5,400. I remember the first two weeks pay was \$200-and-some and that seemed like a lot of money. I encouraged every student of mine. I said to them, "When each of you go out and spend your first paycheck, spend every penny of it."

T: I probably did.

G: I think that is good; well, that is personal. So you were never in this profession for the money, but you do speak of career goals. When did you become aware to enter a career?

- T: Probably when I went to library school. I started reading about different aspects of libraries and various possibilities and wondering if I should leave Youngstown. I go through these periods where I think, I should get out of here. Then I think, I better get out fast. We don't have computers like they do in other public libraries and I am putting myself out of the job market. But then I think, I have a nice support system here in Youngstown. Whenever I start thinking about leaving, I seem to get a promotion and the nice thing about promotions is that then you are not bored. You have something new to do.
- G: So it is not something that you have settled and put away.
- T: No, maybe I will end up here forever, maybe I will not. It probably does not matter.
- G: You are satisfied with your job.
- T: Yes, sure.
- G: Other than children's librarian, what other positions have you held and what were some of the responsibilities?
- T: When I first came back from graduate school, the only opening was in adult work. They were really nervous about putting me into adult work because they did not think I had the background for it.
- G: What did that mean?
- T: I don't know.
- G: Somebody actually said those words to you.
- T: Not to me, but yes. One of the women told me that she thought I should read better things that are fiction.
- G: Was this a personnel woman or a superior?
- T: Yes, one of those. She thought that perhaps I should be reading things like Saul Bellow and John Updike. I do, but I did not think that. . .
- G: Other than what?

- T: I am not sure, just best sellers.
- G: Top literature?
- T: Yes, I read very few best sellers at this point. At that point I probably read some.
- G: Looking back on that, don't you feel that was an infringement on your intellectual freedom?
- T: I was twenty-five years old.
- G: Is that how old you were?
- T: Yes, I was twenty-five years old. Sometimes they all run together, those years. I was going into adult work.
- G: With an MLS?
- T: With an MLS, barely. The ink was not dry yet. I was really scared. I remember the night before I went to work I cried saying, "Oh, I cannot go there. I am going to the main library."
- G: Was that like the real world, the professional world?
- T: Right. I was not going to be telling stories and doing programs for kids and buying children's books anymore. I was going to be working downtown answering reference questions and helping adults find books. It was real intimidating. I got there and it did not seem that much different. It was different, but it did not seem that much more difficult.
- G: Did you feel you had to put a persona on a different persona at that point consciously speaking?
- T: No. I know I was rather quiet the first few days because I was intimidated, but no, I don't remember doing that at all.
- G: But the support system was always in place wherever you have gone to work within the Youngstown Public Library?
- T: Yes, I think so. When I worked at the main library, I worked with three women who had been

there for a longer amount of time. Two of them, one had graduated from Radcliffe in 1924 and knew everything that ever happened in the world.

G: I bet she did.

T: Oh, she was wonderful. The other was a few years younger and they were friends. They just knew everything. I probably learned as much from them as from the people who actually trained me. I had good role models. I worked in the reader's assistant department, which covers everything but science and math.

G: How long did you do that?

T: I worked there for three years. There had been a job out in Sebring, which is as far as you can get from here. They asked me if I would go there. Nobody had bid on it. I remember my supervisor saying to me, "You know you have done everything there is to do in this department, it is time to push you out the door. It is time for you to move on." I kept saying, "No, I don't want to leave the main library." I went to Sebring. I did the adult work and the children's work there for a year.

G: You commuted?

T: Yes, I was living in Austintown. It was a half hour.

G: Having worked at the reference desk and all that constant being with the public and answering their questions, can you remember anything outrageous?

T: Yes. Thinking of dumb things that people ask for, even silly things like, "Do you have to be a citizen to own a dog?" . . . You think of our old immigrant grandfather owning cows, horses, and dogs. You have to look it up. You cannot give. . . If someone calls you and says , "How do you spell 'table'," you are supposed to look it up and that, I probably would not. You have to look and find out if you have to be a citizen to own a dog thinking that is the dumbest question that you ever had. It is not very practical.

G: Have you ever gotten a question that you wanted to just laugh at besides that one?

T: Yes, there are questions. I cannot even think right now, but they are the kinds of things that you cannot believe the person is asking you, so you repeat it. So now the person who is sitting with you knows the question too. You are trying to talk and not laugh and trying to be halfway professional.

In the department where I was more than questions. . . In my department, we are more likely to get books for them, "Do you have books on. . ." as opposed to answering questions, although sometimes we did that, obviously, too. I found that what I like best was developing the collection, throwing out the old books, getting the new books. I love to weed. I think it is a sense of order. These are old; let us get these books out of here.

I left the main library and I went to Sebring. I was there for a year. Sebring is a nice, little community. There is nobody my age there. They have all left town. That is not true. They have all left town or have gotten married very young. So they are my age, but have children.

G: They have different life-styles.

T: Yes. So I was there for a year. Then there were two jobs in the system that were really appealing to me. I ended up with both of them. At this point the head of special outgoing services was open. So I bid on that job.

G: Explain what the responsibilities were for that.

T: Special outgoing services, at that point, was service to the homebound and handicapped. We had two vehicles that went out four days a week, delivering to people around the county who could not get out for whatever reason. We also had the film collection. Films could be borrowed by nonprofit organizations, churches, day care centers, and nursing homes.

G: How often does the library deliver?

T: They don't anymore. At that point, once a month. So we had a monthly schedule. As head of the department, I got to order the large print books, I got to order the films, and make up the schedules, and make sure that it all ran smoothly.

G: Who did the selections for the actual reader's clients?

T: There were several other librarians. Sometimes I did it and sometimes one of them did it.

G: So now you find yourself in supervisory work?

T: Yes. I did that at Sebring too. I was the head of the branch at Sebring. It was a very small branch.

G: You realize how many different kinds of jobs you have had and adjustments you have made. Still at this point, Pat, you don't have a career goal. You are just sort of falling into whatever new and adventurous thing happens.

T: Probably, yes, but as soon as I left the main library, I said to the boss who had said to me, "It is time to push you out the door," I said to her, "Someday I am going to come back here and I am going to be the head of this department." I was off the wall enough that I saw her sort of cringe a little bit.

G: It was true. How long did it take for you to come back?

T: I left in 1979 and I came back in 1983.

G: That was the Adult Services department that you went to?

T: Yes. It did not take too long.

G: Did you just replace her?

T: No, she had retired. She was a nice lady. I think by having moved around so much and working for a number of different people I learned a lot about being a supervisor. I learned that I don't need to be upwardly mobile. I learned about personal relationships with people within my work. I think that I learned a lot about being a supervisor because of what I saw that was negative and what I saw that was positive, the things others did that I would never do and the things that I wanted to copy, things like you never ask anybody to do anything that you would not do yourself, those kinds of things. You never tell anybody what to do.

- G: How old were you when you first had to supervise people?
- T: I was twenty-nine.
- G: Did you find it difficult? Do you remember anything specific that was difficult, such as job evaluations?
- T: Job evaluations are due at the end of the year. I would start in October worrying about them. I think that every evaluation. . . If you read an evaluation that I have written, you should be able to tell which of the people in my department it is without even looking at the name. They should be that individual. That is why I tried really hard to make them meaningful. There are all kinds of little rules.
- G: Getting into your technique about doing job evaluations, do you make it a two-way? Are they allowed input into their evaluations?
- T: Unfortunately not.
- G: Is that your preference or is that policy with the library?
- T: The library. It has changed slightly since then. Now, we do a little checklist. But at that point, I wrote a paragraph. I believe they should never see anything on an evaluation that they have not heard before, nothing negative. If you have been late and I have told you about it and you have corrected it, it should not be in your evaluation. If you have continued to be late, it will be in your evaluation, but you should not be surprised. I would usually ask those who I have interviewed, what they liked best about their job, what they liked least, and sometimes I would find that what they liked least could be corrected. Somebody hated to file pamphlets, but that was because the librarian was not cleaning out the pamphlet file so she could not fit anymore in. You find out all kinds of things. I usually give them a chance to talk and air their complaints and things.
- G: They have to sign their. . .
- T: They have to sign it that they have seen it, not that they agree with it.

- G: Did you ever find it difficult to give a negative job performance evaluation to someone?
- T: Of course, that is difficult. I have never given one that is all negative. Again, if they have that many negative things, they should have heard about them.
- G: I was thinking maybe this was one of the tougher parts of your job, but it sounds like you can handle that. Do you find anything negative? You have never talked about anything negative. The money is not an issue with you.
- T: The money is, of course, an issue. I deserve more money than they pay me. We all do. The problem that I have with my job at all levels, whether it be as the head of Special Outgoing Services or later as the head of the Reader's Assistant department or even now, is that I work for a system that tends to be more patriarchal in its management than having participatory management. I always tell them what I think. Yesterday I walked in and I said to somebody, "Just for the record, I want you to know that I think this new rule is stupid." She explained why they were doing it. I said, "That does not make sense. Thank you for explaining it. I still think that it is a little extreme, maybe not stupid, but extreme. I just wanted that on the record."
- G: That is an awful lot of power. What you just described that you do is a manifestation of an awful lot of power. You know that and you realize that. Are you ready to admit to it?
- T: Yes.
- G: How did you get that kind of power? I want to hear about power in your job, Pat. Where did you get that kind of power?
- T: I think it is because next week when she makes a rule that I think makes sense, I will go in and say to her, "I am glad that you are doing it that way. I think it is a good idea." People can take negative criticism better if they know that they are getting positive criticism. Next week when she does something good, I am going to tell her that too.

G: But you made it out that she should try to please you, that you are the one who sets a standard by which she is going to be judged.

Tell me what role you have with the union. Does this role that you have with your union have anything to do with the question that I am asking?

T: No, I don't think so.

G: I am asking where you got this power. Do you think it is just a personality trait?

T: I am Leo.

G: That does it?

T: Yes, it does. I never believed in all the signs. I never thought it was important until one day I read about Leo. I thought, oh, my God, I am a Leo. I mean you could not get more Leo. A friend of mine was pregnant and I realized she was going to have a Leo baby. I sent this card saying, "All babies should be Leos." The people who are Leos don't understand why anybody would have a baby who was not. Everybody should be a Leo and I think that is it.

G: Explain to me what kinds of characteristics Leos have?

T: Leos are like queens of the jungle I guess. Leos are real proud to be Leos. I think that I have more confidence.

G: Do you think you can disavow any of the traits that you feel don't apply to you because of that?

T: The negative trait is probably. . . Sometimes I could get a little self-righteous.

G: Back to the question, how did you get this power?

T: I am not really sure. I think. . .

G: How do you use it?

T: Constructively, I hope.

G: Be specific. You are letting them know that any new rules, no matter on what level they affect

people, that you are going to be judging them?

T: No, I think maybe we are making too much of that one example. I think that I use it. . . I don't know if I am using it; maybe I take that power, not how do I get that power. Maybe I take it by speaking up, saying, "I don't believe in grumbling about your job to the person at the next desk." I mean, I do; that is fine; it makes you feel better, but do something about it. Maybe that is it.

G: Have you always been an activist?

T: Yes, my mother. . . You have to understand.

G: Tell me about your mother.

T: My mother is the most wonderful mother. She is an officer in the union at the school. She is a Leo. She had a Leo baby.

G: Is your dad a Leo too?

T: No, my poor dad, no. He is an Aquarius. I never realized this about my mother, but I am much like her. When we were on strike, I was subbing at Ursuline. I would go in. One day I said to the kids, "Sit in your seats." They said, "Oh, you sound just like your mother." I do. We both have a tone of authority in our voice and I am not sure where we get it. That can be good or bad in that I can say something to you that is not that important and I am making it sound like the definitive word on the subject. So people hesitate to disagree. I did not mean to make it sound that way, I am just babbling.

G: This sense of authority comes from a certain degree of self-confidence.

T: I think I get it from my mother. I am an only child. Think of all that stuff you learned in your educational psychology classes. I am an only child whose mother paid a lot of attention to her. We did things together. We were friends when I was seven. She would come home from school and say, "What did you do today?" I would say, "Oh, I did this." We would chat. What I was going to say that I never realized about my mother is that she does have a real air of authority. I hear my friends say, "Are you going to disagree with Mrs.

Tomillo?" Yet they like her. They will say, "Ask your mom to go with us." That is kind of nice. I was going to Toronto with somebody and they said, "Ask your mother; she would probably like that."

G: Did she go?

T: Yes, we had fun. Or even to go to the movies or something.

G: That is fantastic.

T: They do like her. They will include her in things or they will not hesitate to call her and say, "Will you type my résumés?" Or she will call them and say, "Hi, I am making something wonderful for dinner. It has meat in it. My daughter will not eat it; why don't you come over." So my friends will go, certain ones of them. I think I get it from my mother. If you would talk to her, you would hear the same tone.

G: You have used it well. You used it effectively in that strike. When did you get involved in the union and what is the library union called?

T: The library union has two names actually. It is the Public Librarian Association of Youngstown, and several years ago we affiliatæd with the S.E.I.U. 925, like the movie. It is all the same thing. Usually it is written with the unfortunate acronym P.L.A.Y./S.E.I.U. 925. So I will probably just refer to it as 925.

When I was in library school, or maybe just going or just getting out, around in there, a friend of mine was president of the union. I was not too active. I went to the meetings; I did what basic members do, but I had never been an officer. They asked if anybody wanted to negotiate. I thought that sounded interesting. So there were six or eight of us who signed up as a negotiating team. This was an independent union.

G: It was local, independent of any state or national affiliation.

T: Right. We had had one union for all library workers, and the clerical maintenance people had gone with S.E.I.U. 627, which left the librarians who were not eligible for the same group because we

are their bosses, sort of alone. So we were just in that independent union, sort of going along, not knowing what we were doing. We hired a young attorney who is now quite well-known in town. He was new. We realized that we were doing all of the work. He would say, "Oh, well I did not get that done." So somebody on our committee would get the Ohio Revised Code. We were librarians. We would do all the work. We would go into the meeting. We would hand it to him and he would read it to us. We started thinking, isn't this stupid; we are paying this man to read our work to us or to the bargaining team. So we did not keep him too long. I negotiated a few times.

G: Was that the mid-1970's?

T: Mid-1970's, 1975 or 1976. I think I have been on the negotiating team every year since then.

G: How did the issues change? Do you remember any negotiating session that you want to tell about?

T: Yes, I remember the night we spent an entire evening discussing the word "emergency."

G: People who have been on negotiating teams say those things, but I have never listened to anybody. Tell me about them.

T: You have to go once to understand. When you come out of negotiations, your members say, "Well, why didn't you get this?" You want to say, "We discussed it for forty hours; we tried. We got this instead. It is not as much, but that is the best we can do." Unless you have really sat through it, you don't understand.

We discussed the word "emergency" because in our contract at one time it said that you could only use sick time for doctor's appointments if it were an emergency. I would say, "Well, what if I scratched my eye? I make a doctor's appointment. It is an emergency, but I come to work in the morning. It does not matter whether it hurts at home or it hurts at work." They would say, "Well, if you can come to work, it is not an emergency. So then you cannot use sick time." Then I would say, "You are encouraging me to stay home when I could be here." Then we would talk about the word "emergency." This went on one whole evening.

About four years later we settled the "emergency" issue. It took years, as always.

G: How is it defined now?

T: It does not matter anymore. We just say "emergency" and look at one another and roll our eyes. On the other side is the personnel director and the attorney for the library; on our side, at this point, the six union officers and our 925 representative.

G: So you discuss the need for an attorney and you just represent yourself?

T: The 925 representative takes the place of an attorney.

G: This is a professional negotiator?

T: Right. Between the 925 person, before we affiliated with them and the original attorney, we had another attorney who did take a lot of time with us and was quite good, Pat Roberts. She is wonderful.

G: What do you feel 925 has been able to gain since you have been involved, if you can recall?

T: From the time that we were independents until now, the difference in being affiliated is just clout. Our name has A.F.L.C.I.L./S.E.I.U. and people listen to you, people being the administration.

G: The same two people?

T: Right, actually we have a new attorney and a new personnel director this year.

G: Is that wonderful?

T: Yes, except their old attorney, I hate to say that, he was the nicest man. I just wish he had been on our side.

G: But he was always an adversary?

T: Yes. Just to tell you something about class distinctions--this man was an attorney. He was much more conservative. The library board and the library higher-ups tend to be more conservative

than the librarians. We will not say things like Democrat and Republican, but you know what I mean. We were complaining. . . We wanted in our contract that if they were doing something that was harmful to the employees like spraying the lawn--I don't understand why they spray the lawn--we should have the right to leave the building. Call me ahead of time, say, "We are spraying there today," and the employees can go work somewhere else. Even if you are painting, some people cannot take the smell of paint. Give the employees an opportunity to work elsewhere or take a vacation day, minus time, whatever. We do have a letter of understanding that says that. Their attorney, as much as I like him, he looked at me and said, "I don't understand. I have never heard anybody complain about spraying lawns." I said, "My friends are organic gardeners. Your friends put Chemlawn on their lawn." We lived in two different worlds. He had no idea what we were talking about and yet he was the nicest man.

- G: At this point, there are still two libraries closed because of that asbestos removal?
- T: They will be opened before this play comes to be, several weeks.
- G: Do you feel that the asbestos was removed only because the union took it up as an issue, or would have it been out of conscientiousness?
- T: It was removed because the union took it up as an issue, but it happened. . . I cannot believe how easily it happened. Interestingly, both unions, the clerical-maintenance union and the librarians' union, both asked that an asbestos investigation be undertaken.
- G: The unions initiated it?
- T: Right. The library--maybe not realizing what it entailed, maybe being more conscientious than I am giving them credit for--said, "Oh, okay."
- G: You were all geared up to explain?
- T: Yes, I had done my research. Our director has been very good about it. That just happened.
- G: Why, I cannot really believe from what you're saying whether the union has had an adversarial role with

the administration, or has it developed into a more harmonic one than in the early 1970's?

T: We have a real interesting role. Let me go back a little and tell you a few things. When I was hired in 1972, after I had been there a month, the clerical-maintenance people went on strike. I have never crossed a picket line in my life. Even if you don't quite agree with why they are picketing, you respect their right to picket until they get their matters settled. If I don't cross their picket line, that gives them a chance, some leverage to settle it. There I was, a new person; I was an apprentice librarian. I was not sure what to do. I knew that I could not go to work. So I did not. There were five or six of us. We did not go to work.

G: Did you hide away? Did you come and see? Did you drive by?

T: No, I was only twenty-two. I went to my friend's house and we ate cheese and crackers all day.

G: Did you have any thoughts about it, formal philosophical thoughts about it, or did it just sort of happen?

T: I don't think so. My father was in the union; my mother was in the union; my uncle was in the railroad union; my grandpa. . . I knew that you did not cross picket lines. I knew that. I had all of those kinds of thoughts, but I had not been there long enough to understand about that specific union and that strike. I was new.

G: How many weeks after you started did you say?

T: I probably made up a number. Let me think about it accurately. I started in July and that was probably in October maybe.

G: So getting from that point where it was just sort of happening around you, it was no concern; it was just an opportunity to go be free.

T: That was not quite it. There was a concern. I was scared that I was not going to work. I knew I would not cross the picket line. I knew what their issues were basically, but I was not involved. I did not picket because it was not my union. I was

respecting them. So we would just go sit and talk, "Do you think they are going to hire us back? What is going to happen to us?"

G: From that point you became, last year, the head of the negotiating team?

T: I became the head of the negotiating team in 1982 or 1983.

G: Since then, obviously, you have made great strides, in my awareness, in the area of salary alone and I am sure you can tell us. How was that accomplished?

T: After that strike, the clerks had another strike. I think that was the strike where what they did then was the administration fired all of the janitors and hired a cleaning crew because the janitors were the real union people at that point. They all worked in the mill. Then they had another strike in 1975. At that point I was vice-president. I am not sure how that happened. Nobody ever wants to run for these offices. They would say, "Would you be vice-president? It is better than being secretary or treasurer."

G: Right, recording secretary.

T: "Sure, I will be vice-president." I was at Campbell. The president was the head of the branch. I was the vice-president. I was the children's librarian.

This is kind of funny actually. The clerks went on strike. Ours was the only branch where we did not do their work for them because we had to prove that they were needed. So in the other libraries. . . In our contract we did not have the right to honor their picket line which was why we were working. I did go to work. They told us we had to go. We went to work. We would take coffee out to the picketers. We would bring them doughnuts. Mrs. Ellis and I would go into the library. Everybody would want to picket at Campbell because it was so cold. We would bring them coffee and just take care of them. Mrs. Ellis and I were there. We were not shelving the books. All we were doing was checking them out for patrons. They were out for maybe a month. There were books everywhere. The

other libraries were keeping up at least doing their best, but in order to do that I would have to let my job go. Am I saying that their job is more important than mine or am I saying that I can do both and we don't need the clerks? I was not about to do their work. When they finally settled, it occurred to Mrs. Ellis and me that these poor women--they were all women--were going to have to come in and shelve. It would drive them nuts. So we stayed that evening and shelved all of the books.

G: You called the elves in to get it done.

T: Yes, so that it would look nice for them when they came back. Then that was in 1975. In 1980. . . Maybe I was not the vice-president then, but I was an officer. In 1980, we went on strike. Mrs. Ellis was still the president. By that time, I was the vice-president. The main reason that we went on strike was because they had offered us something like a 7% raise. It has moot; it does not matter. They had given themselves raises ranging from 28% to 12%. When I say "given themselves," what had happened was we had gotten a new director. As the retiring director walked out the door, he granted all of the administrators big raises. Well, we found out. Even if they all got 7%, they would be getting a lot more than we were.

One of the major problems at the library is the big discrepancy between the highest paid librarian and the lowest paid administrator. Even at this point, our administrators are, I do not want to say they are well paid, but they are well paid for a system where the librarians are so underpaid and for an area where people are underpaid.

G: I understand what you mean by the discrepancy. How many administrators are there in this library system?

T: Six.

G: Is that a lot?

T: No.

G: Is it heavy?

T: No, not particularly. There are three regional

directors, plus the personnel director, the public relations director, and the director. Then there are four executive secretaries. So there are ten people outside of the bargaining unit and then several clerical supervisors and people like that who are outside of either bargaining unit.

G: They just negotiate their contracts with the administrator.

T: They don't have a contract.

G: They're salaried then?

T: I am salaried too. They don't negotiate.

G: How do they get their raises? Do they have to go to the board to justify or do they just give them to themselves?

T: The director asks the board.

G: So obviously they are not refused very often.

T: They are very well paid in comparison to us, not necessarily the secretaries. There is also a head of maintenance, and an assistant head of maintenance. When we were on strike it was the head of maintenance who got the 22% raise and his assistant got the 28% raise.

G: Of those people, how many of them have had at least the amount of education that a typical librarian had?

T: Five: the director, the personnel director, and the three regional directors for each of the three regions.

G: So the way they value themselves with a comparable education and comparable experience, and certainly comparable skills, but a different job title, you feel that is not justification for the discrepancy?

T: There is about \$10,000 difference.

G: Can anything be done about it, or is it just the nature of the job because a couple of the issues that I want to talk about are if there any men in your profession and how you feel about being regarded as a pink-collar worker?

- T: I don't think of myself as a pink-collar worker.
- G: How do you think of yourself.
- T: As a professional. Can I go back to something else before I forget?
- G: Yes, talk about whatever you like.
- T: When I was saying that Mrs. Ellis was the president and I was the vice-president and we did that strike, one of the reasons that we went on strike was because of their high salaries. We would have continued to negotiate, but they came in and said to us, "The clerks are going on strike, so we don't want to talk to you until we get that settled." I guess that they expected us to just go home and wait two or three months until they were done. When they gave the clerks their money, we would get what was left over. So then we decided to go out with the clerks. So that is what happened. We were all on strike. One of the things that we got in that contract was maternity/paternity leave.
- G: I know, I am so proud of that. That was in 1980; is that what you are saying?
- T: Yes. Mrs. Ellis kept saying, "I hope somebody tries this out. I hope somebody tests it." Guess who it was? Mrs. Ellis.
- I became the acting head of the union. Then the next year, I said, "I don't want to be the president. I am tired of this." So somebody else stepped forward and said, "I will do it." She did a very good job. I don't know that I would have stepped from nowhere to be the president. Then I realized that I was doing much of the job because she did not have the background and she would ask me. I thought, this is stupid. I might as well be the president instead of having someone else do it and having to consult with me. I think that there was something about being the president that was scary. So that is how I became the president; Mrs. Ellis got pregnant to test the maternity policy. So much for that.
- G: How did it work? How does the policy work?
- T: It works well. The child is now seven years old. The policy worked.

- G: So paternity leave is not usually a provision that one hears about even in my profession.
- T: That has not been tested.
- G: Do you have time to explain what the provision is?
- T: It is the same. You can take up to one year and let me go back. I may have this backwards, but it is sort of this way: You use your sick time for the time that you are sick before you have the child and the time after. Paternity cannot use the sick time, obviously. Then they can use their vacation. At the end of their vacation, for the paternity, the man could use all of his vacation and wait until he has used it all. Then he could take one year without pay. If one is planning properly, one gets pregnant so that they have the child near the end of the year so they can use all of this year's vacation and it turns into January and they have all of next year's vacation.
- G: Because sick days are accumulative and some persons might not want to use them, are they required to use those sick days before the leave is effective?
- T: No, they are not, although most people do because you don't have to start your own leave; you are still getting paid as long as you are on sick time.
- G: Yes, right, it is kind of tough going back to work without any leave there, without any sick leave. How hard did you have to fight for that sort of thing? It is so rare to be a provision in public work.
- T: I think it is one of those things that we slid in. I probably have my notes. There are certain things that we ask for every year. It is sort of like they walk in and say, "By the way, before you mention it, you cannot have time off for family illnesses." If your child is sick, you have to take minus time. That is one of the things that we asked for. Somehow we did not seem to have much of a fight with the maternity/paternity. It just slid in.
- G: How often is it likely to be used?
- T: We always have somebody on maternity leave, usually one woman.

- G: One. Are there any men who work on the staff as librarians or as clerks?
- T: Yes. As clerks, we had two who worked there for quite a while. Both have retired. One had just worked here his whole life, his whole job life. The other had retired from something else and in late middle age came in as a clerk.
- G: Does this discrepancy, Pat, between the administration and the other librarians and clerks, ever bother you personally or professionally?
- T: Are you talking about the difference in pay, the big discrepancy between what they make and what we make?
- G: Yes, that was including salary.
- T: Yes, it bothers me. I think that it is getting a little better, but. . . I feel that if you make \$20,000 in Youngstown, it is the same as making \$23,000 in Cleveland or Columbus because we seem to be red circled and things are cheaper here--rent, et cetera. So I don't expect to make what I would make in a big city. Yet we are so much. . . If I worked in Columbus and had the same job that I do now, I would probably make about \$7,000 a year more, \$7,000 or \$8,000. That is a lot of underpayment. The administrators, for the most part, might make an extra \$1,000 or so if they were in Columbus doing the same jobs as they are now.
- G: Is one of your goals as the president of 925 to change that?
- T: We don't have any say over the administrative salaries. They are governed by the board. Our board, unfortunately, is a self-perpetuating board made up of area business people. In a small town like Lisbon where the library board is made up of business people, that means--the guy who owns the grocery store, the lady who owns the laundromat. Here it means--the man who is the president of the bank, somebody who owns a corporation. There is a difference there.
- G: Do you feel that those kind of people have any understanding of your work?
- T: I think that we need some of them on the board.

I don't think that our board should. . . that none of them should serve on the board. I think we need some because we are dealing with big sums of money. Our library is incorporated just like their business. I think we need that. I also think we need educators and we now have two.

We probably need a union member on the board just like General Motors has. If they can do it, why can't we? I also think that we need people who are library users. We do have a few of those, but they are on the board, not because they are library users, but because they hold some other position and happen to use the library.

G: Is there nothing that you can do as a part of the union or as the employees to create an awareness of what you do and the evaluation?

T: No. All we can do. . . I would like to get a member of the union on the board, but other than that. . .

G: That is quite an honorable goal and altogether feasible if you say they have done it with GM (General Motors).

T: Who else has done it though? The auto workers are a little different from the librarians. There is a different sense of being or something. I am not sure. That is something that I would like to do, but other than that, I don't know how we could affect the board. We are just from different worlds. We have different sets of priorities.

G: That is when I asked you how you do not consider yourself a pink-collar worker, and yet even in the professional literature, in the library professional literature, they write about us as pink-collar workers.

T: I have not read that.

G: Not everybody does, but sometimes when they talk about the library professionals they say that one of the things that is wrong with us is that we view ourselves as less than professionals.

T: I don't; I don't think I am any less than professional. I unfortunately think of. . . When I think of pink-collar workers, I think of that

pink-collar ghetto and the whole feminization of poverty.

G: Holding that thought, but going back to your starting salary, would you mind. . . This is a predominantly female profession and your starting salary is what after five and a half years of college?

T: \$16,000.

G: And poverty level now is what, \$10,000 or \$9,000 or something?

T: Yes. We are all part of the feminization of poverty. I think that if there is a librarian, especially a librarian who is the major support of a household, it is even more obvious with dependents.

G: In your profession, among your colleagues do you find that many of them are heads of households?

T: Yes.

G: They are? How do they get along? What is their life-style? Is it like yours?

T: No, I don't have two kids that need shoes next week. Some of them have children. One of the men who is a librarian, he is a branch head, has several children, three.

G: Does his wife work?

T: Not at this point. There are four other men, and that varies because the men tend to use this as a stepping-stone to go on and be library directors. For the most part, they do not stick around that long, although there are some exceptions. Of those men, all but one, are married. There are a lot of women who are heads of households. Some of them are divorced, have children, and have returned to Youngstown to live with or near their parents.

G: For support?

T: Yes, of various sorts.

G: Of those who you are thinking of this moment, are there any who are going to be able to subsist on

this kind of salary with the responsibilities that you have just described, or are they going to have to consider this a weigh station on their way to some higher paying job?

T: I think so. A lot of them leave and go on to Cleveland and Columbus, Columbus mostly. We also have another group of people who are married and this is a second income. Then we have a lot of unmarried or single women.

G: Seeing our life-style and what your salary buys a single person, there does not seem to be any discontent with your salary.

T: If you are looking at this. . . You are looking at an apartment on Fifth Avenue, but it is a block from the park, which means it is considered inner city. So my rent is low and all used furniture. It might look okay, but it is not extravagantly furnished. It is kind of in an eclectic setup. That is okay.

G: But you are willing to live this way, in this life-style.

T: If I had more money, I would probably still do it.

G: Because your profession pleases you, because you have that much satisfaction that you derive from it?

T: If I get 2¢ extra, I have to take a trip.

G: I like your priorities. So do you see yourself retiring from this or do you have any career goals? Have you ever considered any other options other than library work?

T: I would like to be a professional student.

G: What a self-indulgence that is.

T: I would, I would just like to go to school forever.

G: What motivates you?

T: I love it. I love to write papers and do the research, and read and find out about past literary people.

- G: In library work, you have utilitarian type information, and the type of student-academic life that you are talking about. Which of these is your ideal?
- T: It is knowledge for the sake of knowledge.
- G: Are there any real conflicts between the two?
- T: No, because some of what I "learn" at work is useless. It is great cocktail party information. Some of it leads to other things; you know just because a book comes across your desk, you have some ideas that you have never considered, so you self-educate and go further. Education is a goal in itself. What do you want to be when you grow up? Educated. I don't think of education. . . I view one as a purist. One does not go to college so that one can make more money or get a job. It is nice to have a job. It is helpful.
- G: It is better to have an income than to be without one.
- T: It is helpful to have a job. I am not saying that. I am trying to be halfway practical. Education is an end in itself.
- G: What conditions do you think would make you decide against staying with this library system until the end of your career and going into another profession into academic life?
- T: If I could get a job in a woman's study center as a librarian, I would be there tomorrow.
- G: Have you ever looked?
- T: There is one at Ohio State and there was an opening. I had not quite finished my MA in English yet. You had to have a second master's.
- G: But you are ready now?
- T: I am waiting for that person to leave.
- G: You spoke earlier, it is toward the end of the interview now, I would like to get into the kind of personal feelings that you have about your work and how you value it and what it means to you to go to work. You talked about leaving your support

system, all of your friends, I think you did refer to them as your support system. Would that be a strong enough factor to keep you here?

T: What day is it? It depends. If I could work in a woman's studies library, I would be happy or if I could work. . . You know the New York Public Library has a library at Lincoln Center where it is just films and plays. I would be happy. That is a dream. The first was a possibility; the second one was just a dream, just a passing dream. I would not mind getting into some sort of counseling, I think sometimes or PR (Public Relations). There are other things; I think of publishing. Give me a red pen; I would love to be an editor.

G: There was a time when I could not even think without a red pen in my hand.

T: I cannot read, I circle the errors.

G: Right.

T: I used to grade my mother's typing papers. I have grown up with those.

G: Tell me about some more library fantasy jobs. That was fun. I have always seen it. It is on the beach in Mali. It is this tiny, little library. It is next to the world's second largest banyan tree and the waves just kind of lapped. The water is never brown. You described two fantasy jobs.

T: One is this Schlessinger Library. I am afraid that there is a little bit of an elitism to this. I am not sure that I can handle it because of the elitism. This Schlessinger Library at Radcliffe is the home of the greatest collections of women's studies.

G: I did not know that. How did that come to be?

T: Mr. Schlessinger's wife, Mrs. Schlessinger, who unfortunately, I cannot give you her name, has given lots of money. There is a library at Radcliffe that houses this. It is just a wonderful collection of women's studies material including all of Margaret Fuller's papers. I would just like to go there and work with them.

G: Why Radcliffe and not Vassar since it was the first. . .

T: I don't know. Why not Oberlin where the first woman graduated. That would be nice, something like that would be nice. Those are little fantasies.

G: Again you lean toward the intellectual status for satisfaction.

T: Yes. I think the only job for me, the only promotion that I would see at this library would be into administration. Instead of dealing with books, I would be dealing with staff schedules and buildings.

G: Would you go there?

T: I don't think so. It would be a huge raise. I would have to be completely burned out from what I am doing. I cannot imagine that I would go.

G: So you have been in library work for how many years?

T: Fifteen years.

G: What is retirement age?

T: Thirty years or. . .

G: Well, not age particularly, but you have fifteen more years to go?

T: Yes.

G: Do you think you are going to make it?

T: Yes. I cannot imagine retiring.

G: There is that much personal gratification you find in this job?

T: Yes. You know the days when the, I don't want to say best sellers like Sidney Sheldon or Danielle Steel, but the day that the new Toni Morrison comes across your desk or the new Margaret Drabble book or the Bernenstein Biography.

G: Tell what happens. That comes to your desk. You have ordered it how many weeks prior to this?

T: I get excited. I know that a patron, a member of

the public has to get the book before a staff member. So I always hope that no one has requested it. So I could get it for a couple of weeks. It is not a matter of being first so much as it is now. I want to read it. I cannot wait.

G: I am laughing. I can see you going through the boxes and ripping them open when they get shipped in and say, "Where are my books?"

T: I sent a reserve slip down to the children's library for a young adult book that I wanted to read. M. E. Kerr is one of my favorite authors. She had this new book. I filled out the little slip. Then in red, I wrote across it, "I cannot wait." They took the book out of the box and they sent it to me. They said, "Please read this and then give it back to us and we will catalog it." They knew that I would be calling them, saying, "Where is my book? Where is my book?"

This is off the subject, but I wanted to talk about one other thing. You had asked what kind of relationship we had with the administration and I had talked briefly about the attorney who did not understand about Chemlawn even though he is such a nice man. We have a fairly good relationship with him. One thing I try to do during negotiations is, it does not seem worth hollering because even if you have a point to make and you scream and yell it, you lose your point. I find that if things get too tense, I usually make a joke or something. It brings everybody back down. I do consciously use that as a control. Somebody did say one day that, a member of the other side, said that she noticed it and thought that that was probably good. So it never gets too heated, but on the other hand, when we were in negotiations the last time, they made us an offer and I was appalled. It was so low. Because I don't ever get angry, I just slammed my book and said, "I cannot believe you offered us that. I am so insulted that I cannot even talk to you." They just looked at me. I said and I was, I said, "I am appalled. I cannot even look at you. I have to leave." I got up and left.

G: You got up and left?

T: Yes. Others sat there and our negotiator said something about taking a break. So we took a break. She went down and talked to them and said,

"Pat really is upset. She just feels that it was so degrading that she is really upset."

G: But the sincerity of it?

T: I was just shocked. It was like 2% for two years or something. I was just appalled because I don't ever let it get to that point; when it does. . . They did not know what to say either. They did not start to yell. They were just sort of sitting there staring at me wondering what to do.

G: So that was the year you settled for what percent? What was it?

T: It is hard to say because that was the year we got steps in our contracts like the teachers have. Until last year, we did not have indexing steps. We did not have any kind of cost of living raise. the only raise we got was what we bargained for. So we were able to get an index. In order to put people on steps, of course, there is a lot of discrepancy. Some people got 20%; some people got 7% to get us where we belong. So it is hard to say what raise it was.

G: But the 2% was so offensive to you?

T: It was; except for two people, I think everybody got at least 7%.

G: I knew I heard a figure somewhere that was good. So you find yourself using those characteristics that we were looking for before about what makes you so amenable to this job as a sense of humor. You have not mentioned that before, but that is one of the things that. . .

T: Yes. Sometimes you can use it as a pressure valve. I have a tendency to do things. I do not want to be thought of as one of the, by the clerical staff particularly who sees all of the librarians as their bosses, I don't want to be thought of as an administrator and I am only a step away from it. Sometimes the clerks are not real sure. So I try to make sure that they knew I am "on their side" or whatever. And I do things, like when we are sitting there having a conversation, I stick a pen in my ear. I just sit there. Usually they don't know what to do. They try to pretend that it is not there. After awhile, someone will say, "Oh,

take that out of your ear." I do try to be silly. I don't try, I just am I guess.

G: It comes natural, I have always admired that trait in somebody that can just. . .

T: Stick pens in their ears?

G: Who said that the sign of an educated man is that they can talk to anybody on any level?

T: Does that go for women too? I am now using the term generically.

G: Do you see any women's issues being translated directly into library work?

T: Yes.

G: We talked about the feminization of poverty and the idea that it is lower paying.

T: Librarians tend to make less because it is a female dominated profession.

G: That is a fact. I have read that.

T: Sure it is. Teachers, librarians. . . The reason that high school teachers often make more than grade school teachers is because there are more men in high schools than in grade schools. There are all the other reasons that make it look good, but that is the bottom line.

G: About similar to what you were talking about being a children's librarian and an elementary teacher too.

T: Exactly and libraries have the same hierarchy, if you get out of the public library, into academia, into industry.

G: You talked about the kinds of degrees that you have. Tell me what kinds of degrees. You have a Bachelor of Arts in English.

T: And psychology. I have a master's in library science. I have a master's in literature.

G: And not off the subject of women's issues and library work, do you feel that those liberal arts

kinds of things are less valued and therefore find their way into these kinds of professions?

T: Yes, I think they are less valued. If you ask most young people today what they want to be when they grow up, their bottom line is rich. And you say, "Well, what do you want to do?" "I don't care." But then they know that they should be an engineer or computer operator. They love literature, but there is no money in it. That is true.

G: It is true.

T: Some of them so blatantly say, "rich," and some have the sense not to say that. They say, "Oh, a doctor or a lawyer," which are so different that you get the drift that it just means money to them at least.

G: Are there any other women's issues that you see as important in library work as they are in the other areas?

T: One thing that I think is perpetuated because of the majority of librarians being women is that it is real patriarchal--Here, more than other places, but in other places too. There is always, again like the schools, there are so many comparisons, or hospitals, the head of the library is almost always a man in Ohio. I belong to a group called OWL, Ohio Women Librarians. They did a study. In Ohio, 80% of the librarians are women. In the public libraries in Ohio, while 80% of the librarians are women, 80% of the administrators are men. I went to school with a very good friend. We graduated at the same time. I came back to Youngstown and got caught in the system someplace and he went off to be the director of a small public library.

G: But that was his goal probably from the very beginning, wasn't it? It was never his goal to reach the point where you are and say, "I am happy. I can support myself. I am pleased."

T: I am not sure. Actually in most cases I would say you are probably right, but in his, I think he sort of fell into it.

G: Do you know there is a woman director of the Cleveland Public Library that is about our age? Do you know how much she is making?

T: Yes, I do.

G: What do you know about her, Pat?

T: I know that she is from Atlanta. I know that she is one of the highest paid directors in the country. I don't know that much about her, except that she is sick.

G: What does she have?

T: TB (Tuberculosis), I believe.

G: Oh gee, recently? They just hired her?

T: Yes, I know because she had the whole staff tested. I don't know that much about her. I don't know yet how pleased they are with her. There is also a woman who is a head of another medium sized library around here, Youngstown, being one of the nine major libraries. If you had another level, the library of which I am speaking would be under the nine major. They have a woman who is a director too. She used to be the head of children's services and the staff despises her. They liked her when she was the head of children's services, but when people get into power often times they pick up all of the traits that they have seen. Her husband is an attorney for a corporation and she thinks that she should be running the library as a corporation. Again you get that, even though it is a woman in control, you get that whole patriarchal setup. "Why do we do it this way?" "Because I said so," with no staff input.

G: Perhaps this is a woman's issue though as we were getting at before that maybe she does not have enough role models to do that and she has to model herself after what she knows. I understand that the woman who went into Cleveland has done marvelous things and she has had a lot of input from the staff, like she opened on Sunday. She extended the hours, she implemented different borrowing privileges and had done a lot with public relations.

T: I did not know that. All I know about is the Sunday hours. I know that because the librarians in Cleveland Public, Cuyahoga Public, Stark County, which is Canton, Euclid, and Medina, are all in S.E.I.U. 925. So we are all in the same union. We

are all different locals, so Cleveland Public Library is part of in the same union.

G: How do their Sunday hours affect your union?

T: They don't.

G: Do you get paid overtime or is it still a forty hour week around which Sunday is scheduled?

T: No.

G: Those who are open on Sunday?

T: They have their own contracts. Each of those libraries has their own contract, their own officers, but we have the same group of negotiators, the same attorneys. So I am sometimes kept abreast of what is happening in their contract, although what happens to them does not necessarily affect us, except to say negotiations went well in Cleveland.

G: That helps? That has weight here, you think?

T: Well, not because it is Cleveland, and Cleveland is more prestigious, but just as an example. This other library is doing it and it works.

G: I think that before the paper is over, you should probably mention the two awards that recently the Youngstown Public Library got.

T: The Youngstown Public Library got its second John Cotton Dana Award which is given for excellence in public relations for some innovative idea. The first one, interestingly, they got in 1976 for a bicentennial project with the Youngstown city schools, or excuse me, just with local public schools, whereby the public school closest to each neighborhood--whether South High School for South Branch Library or Poland High School for Poland Branch Library--painted a bicentennial mural of things that were meaningful to that community and they were hung in the libraries.

G: Permanently there?

T: Yes. Some of them are quite nice and some of them are not as nice, but it was a nice idea. This time, because they used Boom Boom Mancini for their

levy campaign as an innovative idea, they got another John Cotton Dana Award--their thinking being that Boom Boom would appeal to a group of people who might not necessarily be aware or involved in the library levy campaign.

G: How do you feel about those two awards?

T: How do I feel about them?

G: Yes. Do you have any feelings about them?

T: I think that using Boom Boom was a good idea.

END OF INTERVIEW