under his wing and said, "You know, this is something that I do and I have a math Olympics and I do these kinds of things. Anything you want, I'm happy to help you." Now, the interesting scenario going on at the time – I was the head of the Beaverton School District Budget Committee and the Budget Committee, by law, is made up of non-district employees, and so I couldn't be hired until we'd completed our job. And we were so far along into the process that they didn't want me to be hired and have to step down. So what I offered to do was I would go in twice a week to this one math teacher's class who had kind of befriended me and I would simply volunteer. Because I wanted to get a feel for the culture in a high school math class because it's a lot different from elementary or middle school and I needed to understand that. So I volunteered for the month of January and then, of course, the semester was over, and just into February.

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P: And then when that job was done, then I started the next week. But I had everything ready to go and I had requests tests, I wanted an A and B test that could be look at – just raw material and not scored based on age or grade, because I wanted to know what do you know now; when I'm through, what did I help you learn. And so I was provided with that, an A and B test form, and we started in. So based on the time it took to do the testing and spring break and so forth, I had just over three months of teaching. To my delight, the greatest gain was three years and eight months; the smallest gain was one year and eight months, and most of them were in the two, two and a half gain. And so I, you can bet who I showed those results to first (laughing). But as a result of that, what they called the HILS program, High Intensity Learning Program, was put

Part two begins here

Oh, we were talking about Elmonica. So my goal at the time was to teach at Elmonico for six years so I could be with the kids who started in kindergarten and go up through fifth grade because they were going in 6, 7 and 8 up to middle school, and then I wasn't sure what I was going to do. I had toyed with the idea of getting my administrative credentials and actually took a couple of classes at night, but then I realized that the demands on a principal wouldn't, I couldn't meet them the way I needed to and still fulfill my responsibilities at home. And so I opted to not pursue that, and then I was offered the opportunity to apply for a position as program specialist for the learning disabilities program, which I did, and I served in that capacity for six year, seven years or so, and then the opportunity arose to be head of the Assistance Center.

Well, let me backtrack. As a learning disabilities program specialist, I acted as a resource for the teachers who were the learning disabilities teachers in the grade schools, and then that gradually expanded as cuts were being made, to include middle and high schools also. So I did workshops, I provided consultation, I worked, I just worked with them, the LD teachers, to help them to do the job that they needed to do in their schools. And then the Assistance Center became available, or heading the Assistance Center became available and I was moved into that position. And what our role was, was when the resources of a school were tapped out but the educational needs of the student were not being met, then they would call in the Assistance Center team and we would work together to come up with some solution. And again it was an organization listening to all, and I really moved forward in developing another set of skills that had become to emerge.

 And what came out of that is something that most recently I took to Africa. And what came out of that was developing what we called hopes and dreams process, whereby we would gather all the stakeholders of the student – it could be parent, counselor, probation officer, foster parent – whoever had a stake in the well-being of a given kid. We would come together, plus someone from the school. We would come together and go through a hopes and dreams process, and say what are our hopes and dreams for Johnny or Jill or whoever, and we would exhaust those, write them down on chart paper. And the interesting thing is so often by the time they would come to me nobody had a hope or dream. And so, because usually these were high school kids, and as I became, as I began to use that process more I pushed it down into the middle school because that's where it could really make a difference. But I would always familiarize myself with the child's file, and so I knew if he or she could graduate or if he or she could get a GED. And so when there was this very dead silence about "What's a hope or dream you might have for Johnny?" and dead silence, then I would have something that I could offer, which in a sense served as a model for how they could participate. And I would either say, "Well, my hope or dream for Johnny is to graduate from high school," or if that was impossible I would say, get a GED. And so then we would proceed from there, and then they would develop trust in what I was asking about and the process, and then we would go to strengths and interests. And, again, there was often silence, so I would really be paying attention to the young man or woman and note what I could, and so often I was able to say - I mean, I was always able to say this -"Well, this is a strength I see in Johnny that being in a situation that he would just as soon not be in with adults, some of whom he doesn't know and others that he doesn't like, he's able to act appropriately, make eye contact with me and engage in the process."

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So, all of a sudden it would relax people and we'd be able to talk about good things that he or she was involved with. "Well, he's really good with his younger brother" or "He really likes this" or whatnot. Then I would try to get the Johnny or the Jill to talk about what are your interests and so forth. And then we'd get to the fears and nightmares. And the one example that I used to, that I use often in describing this process is – this was kind of at the beginning of the Gothic look - the black nails, the black lipstick, the black clothes, the black hair and so forth - and I had one young gal who came very much in Gothic look and I knew her mom was really uncomfortable with that. But nonetheless, you know, I simply ignored it and moved on through the process. And then during the fears and nightmares, mom said, "I'm afraid Julie's going to get pregnant." And Julie looked at her and said, "Mom, how could you even think something like that?" And mom said, "You know . . . " and she was stumbling for words . . . "Look at what your friends look like." And Julie said, "Mom, you always taught me not to judge a book by its cover." And you could just see mom relax and say, "She does listen to some of the things I say or have said." And it just changed the tone in there because mom was able to freely comment what her fear was and Julie was able to say, in a sense, "I may look weird, Mom, but I don't do things like that."

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And so then you move on the goals, so the question becomes how can we make the hopes and dreams happen, capitalizing on her strengths and interests, and avoid our fears and nightmares.

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And then we start writing goals and so forth. Well, I used that. And, it's not original. Every step of your life you pick up some little thing and you keep building on it and finally you come up with something that makes sense to you and you're able to work with it. So I claim no originality with that. It's just how it worked for me. But since that time I've been able to use it in small businesses, non-profits, a couple with my family and most recently I've taken it to Uganda when I went with Medical Teams International. And I was asked to provide some strategies to the peer educators there when they worked with the AIDS patients. In Africa as in many other places, there's still a lot of stigma attached to HIV and so this was a request that was made of

me and I was able to take that process to peer educators there, and they were so excited about it, and that really pleased me.

But, I mentioned I used that with my family – after Al passed away, I could just sense . . . Al was such a strong person and had provided that rudder for the family and for the business and so forth for so long that I could sense within the kids, "Okay, well now where do we go?" Even though I knew that wasn't a conscious thought, but I knew it was an unconscious thing. And prior to Al's passing, he had placed Mark in a position of leadership, so Mark had been running the company on a day-to-day basis for a good three or four years. So it wasn't that there was that huge shift, but there needed to be ... we needed to come together. And so in June following Al's passing in April, I called a family meeting. And I included all the grandkids. One of them was out of town at work and another just got a job and couldn't take the afternoon off, but the rest of them were all here. And I went through that same process with the family in terms of hopes and dreams for our family as a unit and for you as a member of our family. And I had my easel and my flipcharts and we had paper strewn all around the room here, and because we had, the youngest ones at that time were seven and a half. I modified it just a little bit so that after we had exhausted all the categories, I went back and I reread everything and, you know, pointing and following along to help the kids, the youngest kids, become more familiar with the written word there. And I gave each family member 10 of those little red dots and I asked them to choose the five top hopes and dreams, the five top strengths and interests as they viewed our family and the three biggest fears and nightmares. They only got three for fears and nightmares because they were so few fears and nightmares, which pleased me to no end. And then that has become what we kind of refer to as who we are as a family because this is something as a family we came to understand. And out of that, the top three hopes and dreams were that we would always support one another no matter where we lived, no matter what choice we made in our life's work, that we would be supportive and care about each other: that we would continue to give back to the communities in which we lived and worked,

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and out of that came the Reser Family Foundation; and then the third thing was lifelong learning. And I can only attribute that to the fact that they saw me go back to school and that they see that as a value, and it doesn't necessarily have to be a degree program; it can be any way that you continue to learn and grow. And so that pleased me very much to know that that process has served so many people well, including our family

W: Could I ask you, when you were in leadership roles in the Museum, how did you deal with problems that came up? We had _______, of course, much more later, and the boards that she selected were supportive of her. Working as a volunteer at that time, we took it for granted that we had no access to the board and they had no access to us. We were very focused on businesses, that particular business. How did you bring it all together? Was it the same?

P: Working on, working with the museum board was my first foray after I retired, and, remember I made reference to, I kind of sit back and get a lay of the land, and if that's the way it is, okay, then I'll learn how to paddle my canoe in this stretch of waters. And I think I operated under that premise because I didn't know differently. It never made sense to me that a board needs to be an elite group or be insulated one way or another, but I also recognized that leadership sometimes feels, could feel threatened or undermined because in a sense the board hires the leader and so there's that piece. I think what I've learned most – not I think – where I've learned the most is my interactions with Oregon State. I've served as a trustee for the foundation now for, golly, it's my third term, my second year of my third term, so it's like 12 years or 13 years or whatever, and I recognize that not all boards and universities have this kind

of relationship, but at Oregon State the board, the trustees which are the foundation, the university and the alumni association work very closely together, which is fabulous. It takes the board president and the executive director to come to that understanding, but we have a pool of resources here and they're serving on the board, unpaid, in order to bring their expertise to us. And so how can we utilize them? But the board chair and the executive director have to understand that and be in agreement with that, otherwise there's tension.

What I've learned at Oregon State I've been able to take to other areas. You know I serve on the Special Olympics Oregon Board and I took a format that we use for our meeting structure to them, just a suggestion, because I heard criticism, not a criticism but a concern that it was so hard to get the subcommittees to meet. Everybody's so busy, da da da da, and so I said this is something that works at Oregon State and it seems to work well.

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Think about it; if that makes sense give it a try, see if it works. I was able to do a similar kind of thing at MTI, but first of all there has to be a recognition that there is a need and then a willingness to listen. And I think that's what I can take to groups now. On occasion I have provided something for Sam, when I got something in the mail that just didn't seem professional enough. Because like, the museum's in a campaign now. If you want people to provide financial support, you have to show that there is a return on the investment. And that return is not a monetary one; the return is putting your money to very good use, developing a stewardship that is impeccable, a transparent activity so people always know where the money is going. There's no mixing of the fundraising money versus operations money; that everyone is working toward the same goal. So those are, that's the return on an investment from my perspective. And those are some things that I think I can take to organizations, but organizations have to be willing to listen, and you know one never knows where one is.

And then there's also the notion of growth. Sometimes you've grown beyond the skill set of people's ability to carry it on. You know, I look at, I look at AI. He was incredible as an entrepreneur. He would be dying on the vine now if he had to run the company because when you're the size that we've grown to, you have to have more rules in place and he was not one that liked rules. He liked to make rules, but then he had the permission to break them because he made them. And, you know, he made some incredible decisions, but once you get to a certain size you have to have structure there because you expect other people to abide by the structure you put in place. He was an incredible entrepreneur and a growth person. He was never going to be a maintainer. And he would die on the vine now.

Mark has the ability to maintain. He's not as much an innovator, but he has sufficient innovation to put into place now, but he also has that balance of structure to keep the ship going. So people come into play at different times. And the best of all situations, which rarely happens, is that folks recognize when they need to bring some additional help in or. . . You know, Al always wanted to run a lean ship and that worked well because he was so talented in so many areas. And I used to talk to Mark and I said, "Mark, there's a difference between slim and anorexic and at this point we're becoming anorexic – you need to get some help." And it didn't mean he couldn't do his job, but get more help in the areas where you don't have time to be on top of things. On marketing – Al was an incredible marketer, but he reached a platform where he couldn't do it anymore because he couldn't keep 25 plates in the air. He could keep 12.

So that's a really difficult spot for anyone to recognize, it really is. And different organizations go through those periods of time when they can carry an idea to a point but then they don't know necessarily how to implement it.

W: Do you see any goodness in the museum being a non-voting membership, which in a way doesn't give people any kind of investment in what happens other than the financial investment?

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 W: They have no personal involvement. They get the newsletter and they read their news on their computer, but they're not involved in any of the structure of it.

P: I've had . . . Well, after the last steward meeting, I thought the staff put on an incredible program. They knew what they were talking about. They gave such a broad overview; they didn't drill down so deep that we were in the weeds, but you covered all the aspects of it well. What I went home with thinking, "What role is there for stewards?" In order for me to feel validated, I need to have a voice. I need to know ... I can read about what's going on – that's just information, but the word "steward" implies that you are helping steward the organization. Now, whether it's through a vote or whether it's through committee structure or whether it's through just active listening and getting feedback how your contribution is being listened to – you know, that's a decision that the board needs to make. And I did share some of these things with Virginia and one of these days – I needed to get through October – so she and I are going to have a conversation and just talk about what it means to be ...

Even my role at Oregon State, prior to our current CEO at the foundation, we had four in seven years. It was, it ... I don't even know how to describe it because it was a totally non-functioning group. And we have to have a vision for what the role of a foundation is. Likewise, you need to have a vision for what the role of stewards are. What is that body going to be; who do you want on that body and what is the expectation of the body. I was brazen enough to say, "If I'm a steward, that's not a board member, but I expect that I need to be making a financial contribution. Otherwise, why am I a steward of what you're doing? I don't need more items on my resume or my vita." And so, when Mike Goodman came to the foundation he'd had years of experience of developing and running foundations, and he couldn't put obviously everything into play at one time. It was step by step. One of the first things we did was take the trustee number down from 77 to 41, and that takes time because you have to work with attrition, and some people whose terms rolled off, they needed to be brought back because they did bring something to the party. And so that's something to consider in stewardship. Is that a lifetime appointment or is there a category of a lifetime steward who is an honorary steward because of their lifetime's commitment? See, there's a difference. But stewardship should be term, it should have expectations and it should have an opportunity for them to provide and receive. Otherwise, why have them?

W: So you are going to be still actively involved with the museum in spite of your other commitments? [Pat laughs.]

P: You know, I want a return on my investment and so that's one way to not insure it, but, you know, we worked hard for what we've accomplished and I'm not going to go to my grave with a luggage rack. And my family knows . . .

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... that I'm headed the way Warren Buffett and others have. That we have provided well for them and what I end up with is going to go into a foundation. And so they're actively involved in the foundation. We're learning as a group how to make, provide grants and how to look at applications and look for capacity-building, look for ... And when I say return on investment, it's as opposed to a handout. You're in trouble now, here. No, show me how you're going to put your house in order with this. See, there's a difference. And so, I have an interest. Can I, do I

want to be greatly involved in the fundraising – no. I've done that for 15, 16, 17 years, whatever it was. Let other people with creative ideas come to the board. I'll still support it because it's important to me. And I will wait to see what the expectations of the – I keep wanting to call them trustees -- stewards are. And maybe we change the name, because sometimes if a certain label has been allowed to become less important and take on a connotation that's not what the museum wants, then perhaps you do need to change the name. That this group of people, we are expecting this, or whatever, and this is what we expect of you and this is what you can expect from us. And so, you know, a lot of things have to go into this process. And it won't happen overnight. It will take some time.

W: Okay now, what about your new interests?

P: Al and I traveled a lot and I think about all the places I've been in the world and it's just, you know, I've walked on the wall of China, I've seen the terra cotta warriors, I've been to the Taj Mahal, I've talked in Petra. I know, I visited the library in Alexandria and to me that's just jaw-dropping what they've accomplished in Alexandria. I've been on Antarctica. Machu Picchu – I haven't been there yet. I've flown over the _____ Lines in Peru. I've seen a lot of the world. And, in probably the last 12 years Al and I did all of our travel by cruise line because once we got that scooter on board ship, he was free to go anywhere on that ship that he wanted whenever he wanted. It was a really freeing up experience. He wasn't able to do as much on shore because sometimes you have to go via – oh, I forgot what they call those little boats – but he couldn't get on and off the boat because it was bobbing next to the ship and it wasn't safe. And so I wanted to, after he passed away, I was in Spain at the time. I was doing my second walk on the Camino. And the year before Mindy and I – oh, I have to go back to that story, just because it's cute and it shows Al's humor.

The year before Al and I were visiting in Mexico, which is where Mindy lives. And we were talking about kind of our personal hopes and dreams, and I mentioned something, you know I always wanted to fly – be the pilot. And I came to it because when I was teacher at Peter Bosco I was on the third floor and you could see those planes take off from the – you didn't see them taking off, but as soon as they cleared the tree line you could see those planes. So I always had my aerospace unit in the spring when there were more planes out there flying. And then I finally came to the conclusion . . .

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... that once or twice a month pilots are not safe pilots, you have to be up there a lot. And I gave up that dream. But it was still wonderful to hold it. And then I mentioned to her that I wanted to walk the Camino in Spain. "What's that?" So I told her what I knew of it. So that year for my birthday I got this book that she sent me from Amazon. And it was, what's her name, Shirley MacLaine, it was Shirley MacLaine's book on her experience walking the Camino and inside there was a note that I will be your companion on a walk on the Camino. And I thought oh my gosh, how am I going to get this past Al? Because, you know, we had never taken separate vacations and definitely this was not one for him. And so I showed him the book, and she surprised us for Thanksgiving, by coming home for Thanksgiving. And she said, and she always referred to him as papa, "What did papa say about my present to you?" I haven't told him yet; I told him about the book. And she says, oh, and so she crawled in bed with him and said, after they talked a while, she said, "What did you think of the present I got for Trish?" She always, she started calling me Trish in her school and so that name stuck. And he said, "Yeah, mom showed me the book that you gave her." She said, "Yeah, but did she show you what was inside?" And he said no, and so she told him. He thought for a while and he said, "Did you get a receipt for that?" And she said, "Why?" "Well, if you had a receipt you could take it back." So I ended up going on the Camino walk with her the next March. And Al

and I had gone down to Florida since then, a few, four, five weeks at a time at this one place and so I commissioned a friend to go with him and so he, we had a planned activity for him and so that worked out all right. So when we got back, Mindy and I were telling the family how exciting and moving an experience it was and we said, "We're going to go back next year." And Mike said, "Well, Deb and I will go with you because we like to do stuff like that, too." And so between that time and the time we actually went, Mindy had met and fallen in love with her current husband, and so there were five of us on this trip, and Al passed away just before we returned. And when I got home I was putting my passport away, I've lost my travel partner. It kind of hits you in waves; the realizations pop up at various times and so later on I remembered hearing a woman from church talk about MTI - that's Medical Teams International - it used to be called Northwest Medical Teams. And so I called her up one day in the fall and asked her if she'd meet me for coffee. And I said, "Talk to me about MTI." So she told me a little bit about it and I said, okay, I don't have any medical training, I'm this age - is there a place for me on one of your teams? "Oh, yes there is." [laughter] So the next spring break I went to Guatemala with a team. And we were installing wood-burning stoves in the homes in this particular community. And the culture in that area is such that they have open fires in their homes. They're woodburning, and if you've ever been at a campfire you know what the smoke does. Well the creosote in the houses, in many of them it just drips from the ceiling and the walls and so forth, and so respiratory diseases in children and pneumonia and all of that are so inherent with that kind of behavior.

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And so, this community that they're working in has actually, it's a broader community, there are 20-some odd villages in that space or that area. If you think about it in terms of a county and then 20-some odd communities within that county that you're working with. It's up in the mountains in Guatemala. And I came home just so energized for a variety of reasons. It was the first time that I wasn't the boss's wife. I've been the boss's wife since I've been 21, which puts inordinate pressure on you that you don't think of. You see, it's simply what it is until you're in a situation where it's not. And then I realized I was just a member of the team. I was just another pair of hands and feet working together with the team. It was incredible. And, you know, you weren't doing it for any acclaim, you were just doing it to help another human being, and that family.

So I was, I got back on a Tuesday, I believe it was, and then the following Sunday we had a birthday dinner and I said I want it at my house because I hadn't seen, I'd gone to Mexico, excuse me, to Guatemala from Mexico, so I'd been gone for almost a month and I just wanted my family around. So I was telling them all about it and I said I'm going back to finish the village because we installed stoves in half of the village and the village folks decided on who was going to get it, and the decision was, anyone who had a child five years or younger would get their stove first because the kids hang around mom in their home. Once they go to school, once they're five they go to school, and they're out of that environment for a good half day. So it was really important to me to finish the job. And so again Mike says, "Oh, Deb and I will go. We like to do stuff like that." As it happened, they couldn't go with us because we acquired two companies that year and they were needed at home. So I got to thinking, oh, sometime around January. I went to one of my grandsons, the oldest of the next grouping of grandsons, and I said "Blake, I've got a great idea for you. I know you're really interested in getting into a university that has a top engineering program. Of course, you know Oregon State has a top engineering program, but in case your sights are somewhere else, this would look really good on your resume. How about going to Guatemala with me and installing stoves?" Sure! [laughter] So it happened to be I was at his house when I asked him and Laurie and Amanda were at a softball tournament or they were somewhere out of town and so Mallory who was a year and a half younger said "You're going to have to ask mom." No I don't! Dad was sitting

right there. He just kind of grinned. And so when Laurie got home, Blake told them all I'm going to get to go and she said, "I've always wanted to do it." I didn't even get the word _____ out of my mouth when he said, "Well, you're not going this time, I'm going with grandma." [laughter] Which pleased me no end.

So then I went to Anthony, because I knew Anthony wasn't quite as adventuresome, I knew he would agree to go, but I knew better to ask Blake first. So I went to Anthony and said, "Anthony, I've got this great idea. And, you know, you can make a video." You can, because Anthony has taken marketing classes and video classes, so I was pushing the video piece . . . And this would look great on your resume and da-da-da-da-da-da. And Blake's onboard with this. Oh, okay. So I took both of them with them to Guatemala. And now I don't even say "would you" – I just say, "You get to go with me next year." [laughter] So sometime next year Mallory's going to go with me.

But then when I was doing a debrief with Bev, with Deb, I, on a lark -

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Well, let me backtrack. When we got back from Antarctica and that trip, I was leaving for the Camino in three weeks, two and a half weeks. We were scheduled to go to San Francisco for the Refrigerated Foods Association Convention in three days. I reached a point of no return. I had all of these suitcases and I just . . . you know, sometimes you make decisions but you don't know why you made them? And I said, "AI, I have seven suitcases." Because we had to have clothing for warm weather in Rio and Buenos Aries; we had the cooler climate of Peru and we had the freezing climate of Antarctica. I said, "I have seven suitcases; I've unloaded two. I can't get us both ready for San Francisco. I'll get you ready." And Mark and Mike were going, and Mary Jo was going — he would be well taken care of. As it was, he was able to almost, without knowing it, say good-bye to all his old friends because AI was one of the first five who organized what used to be called the Salad Manufacturers Association, and then they all branched into other refrigerated foods. So, he — and where he got the energy, well, I know where he got the energy, I mean he was so energized for it, and Darrel and Janet were there, it was their last trip on those trips and whatnot.

So before he left he said, "You need to start planning our next one." I said, "I don't even have the suitcases done! But, where would you like to go?" And I knew what he was going to say. He said "Africa" because we had cancelled, five years earlier we had cancelled a trip that was going to take us to Africa. And so I was, I did call our travel agent and okay, start sending me things for Africa. And I got on the internet, because I knew he couldn't do a safari, but if I could find a camp that was handicapped-accessible, he could stay in camp and I could do the onedays. And so that's what I was looking for at the same time the travel agent was looking for cruise opportunities in that area. And so, when I was debriefing with Deb regarding Guatemala, on a lark I said "Do you guys have anything going on in Africa?" "Oh yeah, we've got du-du, dudu, du-du and when do you want to go?" And, you know, all of a sudden it's put in my lap, and that's another thing that I've, that I'm experiencing in widowhood, is all decisions are mine now. I don't, I have no one to confer with, I have to confer with myself and decide yes or no. And so I said, "Well, let me check my calendar. I've got my Fourth of July, my garden luncheon and those are sacred, we don't mess with those dates, so it has to be after this time." And so we decided to go – she would put together a trip to Uganda, because they make it flexible based on people who want to go or are available to go. And so we went to Uganda.

In the planning process, I said, "Well, if I'm that close, I need to figure out a way to go on safari." She said, "Well, if you go, I'll go." So then we tacked on a safari trip to that, to that trip to Uganda. But I had a really interesting experience in Uganda. I went there; there was a team of

six of us and we were just going to be other hands and feet and when we got to Kampala we got a little debriefing about what's been going on in this UNCRU camp, which is United Nations Camp for Refugees in Uganda, and we heard there were five babies born on Friday.

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Wow, okay. So when we got to the camp on Monday, cause it was inland, quite a ways south and west, we were taken on a tour and I said, "Well, we're going to see the maternity ward, aren't we?" And they said, oh, yeah. So we walk; this is - and I'm very impressed with how they organize it. They'll see up to three to four hundred people in a day. People wait in line. They wait quietly. There might be a baby or a toddler whining. There's hardly any conversation; they just wait stoically and quietly. So we finally get to the maternity ward, which is at the opposite end of where they're treating people with malaria, their IVs and their children beside them because there are no babysitters around; you take your children with you unless a husband is able to be there. So we go into the maternity ward and there are two beds, and so I said, after we were shown, I said, "I understand that five babies were born on Friday." Yes, two of them came in during the day and they were able to go home before dark and three of them came in later. And I said, "But you only have two beds." Oh, no problem, we just made a bed on the floor. See, I'm still looking at it with my Western eyes and so, back up, back up, think of the resourcefulness, because I had to go through this process in Guatemala, and was so accustomed to seeing our clinics and our doctors' offices at our hospitals from a Western viewpoint, and I was really troubled by this. And I really didn't understand why this bothered me so much more than the three women receiving IVs in the malaria area or the hundred plus people waiting in line at that moment in time to see a doctor. And I tossed and I turned for two nights. God, you directed me here, what is it you want me to see? And yes, I can do something, but what do I do? Do I give a big amount over a long period of time; do I give somewhat right now; I mean I had no clue. And I tossed and turned for two nights. Give me some answers. Wednesday morning I woke up with clarity of thought. I knew exactly what I needed to do. So I asked if I could speak to the camp director and the country director and I. my first idea was, knock this end wall out. I've done remodeling, I've poured over plant diagrams with AI as he explained things to me and so forth, and I said if we knock this wall out, instead of the beds being this way you could put them this way and get six beds in there and then you could add some more, have another birthing room. Because if someone's in labor you can't, I'm sorry, I'm dealing with this person here. And I asked them to think and just pencil that out, think about it and tell me what it might cost. So Thursday, this was Wednesday, Thursday we go to see . . .

01:50:00

Refugees. And he tells us in this meeting, "I have in my budget this year a building that would hold 12 beds and it's going to be in the camp for women." But he said it so succinctly – a building that will hold 12 beds. So when we got back I asked David and Felix, "How did you interpret that?" He said it would be built big enough to hold 12 beds. But what about a birthing room, what about . . . There would be nothing else. So I said, "Okay, you people know what you need. Do a rough drawing, tell me what it would cost in US dollars and if you could have it by Friday, I leave Friday." It came to me Friday morning with a diagram that had all of the things that they needed in there and told me what it would cost. It's exactly what I woke up with Wednesday morning. But I could still see, it's like the other shoe to drop kind of thing, and I said there's something missing; what is it? It doesn't include beds. The building was just big enough to hold 12 beds – what the United Nations was able to do. And how much do the beds cost? And he told me what that would be and I said fine, that's okay. And so when I got back I sent that check to MTI. When I went back this year, it was fully operational and we had a dedication

and it was very nice. And I actually painted a mural in the entryway of, they call it the women's center, or sometimes it's called the maternity ward. So I basically just drew, or painted, the structure, what it looked like, but with all the doors open and silhouettes, and then put it in a jungle environment and silhouettes of three women coming, because the message is the doors are always open, come early, don't wait until the last moment. And it made me feel really good. Then we went up north and that's where I was able to do a workshop for parent educators. So I'm not sure where I'll take Mallory next year to Guatemala, because it's something a teenager can physically be involved with and see where it makes a difference and hopefully understand how fortunate we are living in America and then as they get older I'll take them to Africa.

W: I think that's wonderful, a wonderful point to end. Pat, I can't thank you enough for a wonderful experience.

01:53:36

971	SEARCH TERMS
972	
973	Africa
974	Al Reser
975	Antarctica
976	Assistance Center, Beaverton
977	Avonlea, Saskatchewan
978	Beaverton High School
979	Beaverton School District
980	Beaverton School District Budget Committee
981	Camino Walk in Spain
982	Canada
983	Church
984	Cleveland High School
985	Cornelius
986	Farming
987	Forest Grove
988	Forest Grove School District
989	Franklin High School
990	Guatemala
991	Hillsboro School District
992	Learning disabilities
993	McKenzie Grade School, Vancouver
994	Medical Teams International (MTI)
995	Oregon State University
996	Pacific National Exhibition
997	Patricia June Valian
998	Portland State University
999	Refrigerated Foods Association
1000	Regina, Saskatchewan
1001	Reser Family Foundation
1002	Reser's
1003	Salad Manufacturers Association
1004	Special education
1005	Uganda
1006	United Nations High Commission on Refugees
1007	Vancouver, British Columbia
1008	Windsor, Ontario
1009	Wetmore Elementary School, Regina
1010	Washington County History Museum