Voices of SJC: Oral History

Fall 2017

St. Joseph’s College

Transcribed by McEntegart Hall Library/Archives
Preface

In Fall 2017, nine honors students participated in gathering three oral histories from Dr. Thomas G. Travis, Dr. Carol Hayes, and S. Loretta McGrann supported by McEntegart Hall Library/Archives. Led by librarians Mayumi Miyaoka and Lauren Kehoe, the students engaged with the College’s Archives to develop a strong understanding of the history of the College and the Sisters of St. Joseph’s. The students also developed strong research skills using primary sources in the archive. Students discussed the theoretical implications of capturing histories orally, in addition to gaining interviewing skills. The group worked collaboratively throughout the honors concentration to understand the history of the College and Sisters and then cooperatively developed a set of questions to ask each interviewee.

Disclaimer

Unless otherwise indicated, copyright in these oral history interviews is held by the McEntegart Hall Library Archives at St. Joseph's College. You may download, display, print and reproduce this content for your personal or non-commercial use, but only in an unaltered form, with the copyright acknowledged and citing the name of the interviewee, the date of the interview and the St. Joseph's College McEntegart Hall Library Archives oral history collections. Anyone wishing to make this content accessible through their website is encouraged to link to the required content on this site. St. Joseph's College McEntegart Hall Library Archives reserves the right to revoke this permission at any time. Permission is not given for any commercial use or sale of this material.
Interviewee’s name and contact information: Dr. Carol Hayes, Ph.D., Professor of Biology
Interviewer’s names, affiliation, and contact information: Victoria Brucas, Constanza Gracia, and Sashoy Milton, St. Joseph’s College Honors Program Students
Date of interview: Wednesday, November 29, 2017 at 1:00 p.m.
Location of interview: Burns Hall, St. Joseph’s College, 245 Clinton Avenue, Brooklyn, New York

List of acronyms: CG = Constanza Gracia (interviewer), CH = Dr. Carol Hayes (interviewee), LK = Lauren Kehoe (moderator), MM = Mayumi Miyaoka (moderator), SM = Sashoy Milton (interviewer), VB = Victoria Brucas (interviewer)

VB: This recording was made as part of the Oral History Project by St. Joseph’s College Honors Program students in their Fall 2017 semester. It was recorded on Wednesday, November 29th, 2017, at 1:00 p.m., in the Admissions Conference Room located in Burns Hall, Brooklyn, New York. The interviewers are Victoria Brucas, Constanza Gracia, and Sashoy Milton. The narrator is Dr. Carol Hayes.

VB: The College has undergone many changes over the last 50 years. What, in your opinion, has been the best [change] yet?

CH: I couldn't pick one actually, there were many things that happened over the last 50 years. One, I think, that was significant, was Sister George Aquin [O'Connor] became President of the institution. She became President at a time when many colleges were failing—many colleges our size were failing. Without any kind of overtures to the faculty, students, or anything—she knew that we were in a bad situation at that time. She had the smarts to keep us going when everybody else was closing down. That was one thing. That was a significant change.

I think that changes in colleges are very trendy. It’s what’s happening right now that creates the character of the college; the character changes over time. It changes with different groups of students. During the 70s—I don’t know if you’re aware—there was a war that everybody was not in agreement about, including the students; not just Saint Joseph’s College, but students in every college. It was the Vietnam War. That was a very active time in college: when students were protesting and they were very active. It was a lot of fun to be with them, because they were interested in what was going on outside of themselves. That was another time when significant change took place in the College—among the student body mainly, but faculty joined in too at those protests also at that time. Kind of fun.

Then, near and dear to my heart, was the rebuilding of the laboratories in the Biology department [and] the Chemistry departments when Sister Elizabeth [A. Hill] became
President in the late 90s. Having been here teaching for a long time, we had very old laboratories. That didn’t mean that a lot of things didn’t go on in the laboratories, it did, but they were old and dated. The impetus for that was—and I don’t know if you know this—there was a group that wanted to come into the College and film some stuff for television or whatever—I don’t remember what it was. Sister Elizabeth, who was then President, took them on a tour. Of course, she brought them to the Biology department; we’re kind of separate down there. They remarked to her that the laboratories were so nice—they were so quaint. Sister Elizabeth hinged right on that word quaint and she called myself and Sister Mary Maier. Sister Maier was the Chairperson of the Chemistry Department. I was the chairperson of Biology. She called us to her office and she was so incensed at that word quaint, that she said, “We can’t have quaint Science laboratories [laughing].”

That began, what she called, “The renovation of the laboratories,” but it wasn’t just a renovation—it was really a rebuilding. Our whole department was gutted—right down to the beams. Everything was rebuilt: got new microscopes; got everything brand new. This was a big thing for our department and for Chemistry also—because Chemistry majors take Biology classes; Biology people take Chemistry classes. The Chemistry labs were done over at the same time. They were all computerized—everything—we came into the modern era. I think that was a big change also.

I’m sure that there were other changes, but I looked at this and said, What kind of changes took place? Change occurs and then it goes on by. You forget about it. What I see as change in probably any institution—I’m only familiar with St. Joseph’s—is things happening. It’s the general society right now—whether or not the students react to that, because it’s really the students that create change. It’s not faculty; it’s not administration that creates change. It’s the students that create change. I can’t think of anything else. I think those were three highlights—throughout my career here—that occurred that were, for me, kind of watermarks. That big changes took place.

CG: The 2015-2016 report state[s] that 78% of the student body received some sort of financial aid. What was the atmosphere at the College like when the then governor, Nelson Rockefeller, announced the initiation of financial aid to private colleges in 1966?

CH: That was a very interesting time, because in order to get this public aid, we could no longer really be a Catholic college. There were many people, faculty and students alike, who were very opposed to taking aid from New York State. Some colleges didn’t do it. Given the financial condition of a small college like us—and we only had this campus at that time: we didn’t have Patchogue—Sister George felt that it was the right thing to do.

There was a little bit of dissent, at that time, among certain faculty. Some faculty left because they felt that this was not the right thing to do. You as students need to know that that’s not the right thing to do. When change is taking place—if you don’t agree with it—
you need to not run away, but do something about it. Those faculty [members] went out the door and that was the end of their contribution.

The rest of us stuck it out. Whatever way you felt about it really didn’t make any difference. I think most people realize that we needed to have that money. It wasn’t for the faculty; it wasn’t for the administration. It was for the students that we needed that money; that we could continue to educate students. That was the general feeling around that time. Some people liked it, some people didn’t.

We basically gave up our Catholic identity. Today, we call ourselves *a college in the Catholic tradition* and that’s true, but we offer courses in many different religions now. Prior to that time, it was only Catholic theology that was taught at the College, but following these changes—the reception of money—all the statues—. There used to be statues around; pictures of Icons around—they all had to disappear. There used to be a crucifix, for example, in every classroom. They had to come down, because you really couldn’t present one religion—one religious face, because you were taking public money.

A lot of changes took place at that time, but in general we came out of it better than we had been before. Lots of times changes are taking place; people get angry. You can’t really listen to them. You have to really think in your own head, *What [do] you think is the right thing to do?*” I don’t know if that answers your question.

CG: Yes. Thank you [laughter].

SM: How aware of the school’s financial troubles—before and surrounding going co-ed—were the students and staff? How did that affect the mood on campus?

CH: Frankly, we didn’t really know about it. Sister George Aquin kept that all under wraps. We really didn’t find out about it until Sister George was getting ready to retire. Then she started to narrate the situation that she’d faced, when she became President. It was the school really that was failing—we didn’t have any money. It was her job to bring all of this back—. Make us thrive again. She did that. None of us knew what serious problems the College had at that time. When she was getting ready to retire, she started telling us these stories. We were really amazed. We did remember, of course, that there were lots and lots of colleges our size that were closing down at that time. I don’t think any of us ever related it to ourselves.

We figured we were thriving: that was the picture that was presented to the faculty and the students. It would have been a big surprise to all of us—faculty and students alike—if the College had closed down, because we just figured that we were not like those other colleges, we were different. Nobody really thought about it because the business of a college is education. On a daily basis that’s what you are doing and that’s your focus—is
education. You don’t really think about the financial interest of the College. That’s left up to somebody else who’s supposed to do that—that’s their job. Being specialists, we kind of stick in our own fields, in our own offices, with our own students, and we do our work. We never knew anything about it.

I have to say that at that time too, maybe there were some rumblings. I was involved in my own education; I spent a lot of time out of here. I taught, but then I was going off to graduate school in the afternoon and evening. On my weekends I’d be spending all my time there doing my research. I might have missed some of it, but just talking with my colleagues, I don’t remember any of us ever really thinking about that. This was just normal, everyday stuff. We were doing our jobs and that’s the way it was: you just minded your own business. What was administrative was administrative; what was faculty was faculty. When the two start mixing together that becomes a disaster [laughing].

SM: You speak a lot about Sister George. Do you think the role of women in the College changed when the men were added in the 70s?

CH: Well, no. The role of women didn’t change because we still had all women in administration at that time. It was a good thing because—and I believe this in every walk of life and in every institution—there should be males and females because we think differently. We have a lot to offer each other. When any institution is all male or all female, that’s not a good thing because you have only one sided thinking. I think this is a problem we approach today in many institutions. We refer to the old boys’ club [laughing] or whatever, where you just have men making decisions. Often times their decisions are not good because they don’t have input from the other side. The rest of us think differently. If we could all, just as human beings, accept one another and respect one another then we’d have a much better situation in every institution on the face of this earth.

When that will happen I don’t know [laughing]. The admission of men was a good thing. In the classroom, they brought a richness of thought that we hadn't had before. You had men and women arguing the same points and they saw them—those points—from different perspectives. Everybody was better educated then. One gender education is not a good idea.

VB: We’ve been talking a lot about changes, but if you had the power to change one thing [in] the school, what would it be?

CH: I would love to have 1000 students in the Biology department—all for me [laughter]. Studying every single day and were interested really in what they were doing. That's what I would like to see change. I would like to see students become more committed to their education. Now, I understand—this is not a reflection on any of you or any single student in the College. It’s a general point of view that students don’t see the forest for the trees. They come to college they say, “I want to major in this.” Okay, that’s a good idea, now
what do you want to do with the rest of your life, because today is the first day of the rest of your life. If you let today slip by, then you missed a lot. I would like—if I could change anything in this college—to go out and recruit a whole bunch of students: as many students as I possibly could who are absolutely committed to their education.

I understand that outside activities are important. I tell my students, “During the semester the most important thing that you do is learn.” I know you want to play, because I wanted to play [nervous laughter] too when I was a student, but you can’t do that until intercession. The beginning of May after finals—now you have three months to play. In December and January you have about a month to play. Play as hard as you work; when you come back to school, you’re ready to really dig your teeth in and do the hard work again and not forget that every day.

Then when you get the opportunity to play: play that hard too. That’s what keeps you well rounded, but you’re better learners that way also. I think that today—I look back over all the years I’ve been here—I think today’s students are so tethered to their cellphones, that they are being controlled by everyone else in their environment and they never have an opportunity to sit, talk to themselves, and find out who are they and come out—. Somebody's always calling them and their always giving their attention to something else, but they're never giving their attention, their undivided attention, to themselves. Now, some people say, “Well, that’s selfish.” No, it isn’t, because you’re at a time in your life, now, where you are learning. That’s the most important thing you do. That’s your career right now. That determines how well you will be able to contribute to society when you graduate.

Each lost day, each lost hour, or lost five minutes on the cellphone militates against your becoming all you can be. In my classroom—I don’t know if you know this general reputation, but I tell the students, “I don’t want to see the cellphone. Don’t let it ring in here because it will distract me and you are not to do anything except pay attention to me and ask questions.” They don’t have cellphones in my room, but I know in a lot of classes they do, okay? Every once in a while a student will sneak out a phone [laughter]. They think you don’t see that; you’re standing in the front of the classroom. I think every student should have to stand in the front of the classroom for a while and teach, because then they find out that you see everybody that’s sitting there, alright? They think they’re hiding [laughing]. You see everything that everybody does [laughing hysterically]. I don’t remember the question now [inaudible]?

VB: The question was your one change to the school.

CH: My one change—

VB: Yes.

CH: 1000 students who are really interested in their studies: that’s what I would change.
VB: You touched a little bit on this when you talked about the war and how that affected people on campus—. Naturally, you can’t really escape the influence of the outside world: what event do you think had the biggest impact on SJC?

CH: I think the event that has the biggest impact varies with the time. Okay? In the Vietnam era, when we were all fighting a war in Vietnam that many people did not agree with—felt that they shouldn’t be there—. That’s what’s very important. The changing of the guard each time you have a change of administration. That’s another big event in a college that influences not just the administration, but also the faculty and the students who are a part of the college. We had a great recession back in the 80s. That was a big deal, because a lot of students found themselves without money to pay tuition and were scrambling for what to do.

I think there’s no one thing that I can put my finger on and say, “That’s it, that really changed everything.” We’re always changing. Every single day we’re changing. How—what the reaction is in the College is really, like I said before, mainly due to how the students respond to what’s going on. They drive any kind of change or interest in the College. They don’t think they do, but they do. They think the faculty do that—the faculty don’t do that at all [nervous laughing]. Okay? The faculty are pushed up [to,] This is what the students are doing right now. You have to be cognizant of how the students are reacting and those reactions are different. All the time they’re different.

The political landscape changes—students have reactions to that. Worldwide global changes that are taking place—students have reaction to that. There’s no one single change I could say that took place that really was defining. Each change or each thing defined itself in that particular time. How you respond to it is the important thing. In the Vietnam era, if faculty stood back and told the students they were all wrong for going out and demonstrating—they really had some really wicked demonstrations in those days where people were beaten up and arrested and—. If the faculty stood back and said, “You’re wrong to do that,” they would’ve been wrong.

I think that you can’t pick any one thing and say, “That’s the defining moment.” We’ve had lots of defining moments. Lots of changes took place that altered the institution. At that time, and also probably forever, but you’d really have to sit back—. I looked at that question and I thought, What would I say to that? I thought, There really isn’t any single thing I could say that was a defining moment. I don’t think there was. Sometimes you ask [yourself], Would you go back to particular times? I always think that’s a bad question because if you go back you have to take all the bad with the good. Sometimes people will say, “I wish I could go back 10 years, 15 years, 20 years,” or whatever—. Then when you start thinking about everything that happened in the meanwhile—see, what you really tend to remember is the good stuff.
As you get away, if you start thinking back, it wasn’t all good. You have to say, Would I go back there? I call that a defining moment. Do I want to go back there and do that? I don’t think so, because then I have to—all of these other things happened that I didn’t like so much. As far as I know, no defining thing occurred that changed this institution entirely. Nothing. We are in constant change: everyday of our lives here we’re in change. That change is basically driven by students, although they don’t think that they change things. They do. They’re the ones that change it. Each new group that comes into Saint Joseph’s College comes in with new ideas, new likes, new dislikes, new problems, old problems—. We change all the time. If we didn’t change all the time, we would [with humor] be dead—finished [laughter].

CG: You were a member of the student newspaper, Topaz, while you were a student at Saint Joseph’s College for Women. Our current newspaper, the Spirit, is not as active [nervous laughter]. Do you have any recommendations on how to get students interested in what happens on campus and off campus?

CH: I was thinking that I have an answer to that, but I don’t [smile in voice] because I try to get students involved and then they don’t get involved [nervous laughter]. I think—. How long were you here, all three of you?

VB: [Inaudible] years.

SM: We’re sophomores.

CH: You’re sophomores this year, okay. A few years ago, the Athletic Director was dismissed. He’d done a lot. He’d gotten money for the Hill Center. There were different opinions of this fellow. The students really admired him and they were dismayed. I would say they developed a rather fury over the fact that he was dismissed. So did some faculty, who brought all this to the attention of the then President of the College. I would say that was the most active that I have seen the students, in years, at the College. They were really concerned about what happened; they were willing to go the long mile to see if they couldn’t change what had happened. I admired them. As a matter of fact some of them came to visit me in my office and I encouraged them, “Go, yes, keep going!”

How do you get students involved? They have to get away from their cellphones and they have to look at themselves as individuals. They have to have the courage to express what they’re thinking—whether or not somebody else is going to agree with it is immaterial. I think too many students today are concerned about how others may feel about what they have to say. They don’t offer opinions. They should because that’s how we all grow. We don’t all like to hear one another's opinions, but if we’re educated people, then we are willing to accept other people’s opinions and be changed by their opinions.
I think students today are kind of loathe to do that. They’ve for too long been told what to do and how to do it. They’re not as independent as they have been in the past. I think we have to encourage independence among students. That they don’t have to be led every place they’re going. They can put their foot out and step out on their own because ultimately that’s what they’re going to have to do. What better place to learn it, but in here?

I think students’ center of the universe today is not so much the institution that they’re involved with, as it was really in my day when I was here as a student. This was home—to us. You had another home with your parents, but at this point in life you were looking to be independent of your parents. Alright, you can’t be a baby bird in a nest forever. You have to get out on your own. Here—this was the place and we had a lot of faculty who encouraged us to be individuals. I think we have to encourage students to be individuals—to be who they are—to see themselves as developing individuals now rather than—. I don’t want this to sound bad; I don’t mean it that way, but it’s difficult today for students to grow up beyond high school.

In high school, they have been regimented: this is what they do, okay? This what you do today, this is what you do tomorrow, and this is what you do the next day. When they come to college it’s very difficult for them to shake loose of that. That was not the same in past years. It’s not the fault of the students, it’s the system. The system has to change so that they understand that they are growing human beings—they are going to be the leaders of society. This is the place they’re learning how to do this. This is the place they’re escaping from whatever tethers that they have. That now they’re free: they can do what they want to and they can express opinions.

I think students don’t hang out at the College like they used to. We used to be here all day and all night. When we weren’t here we would be, in my day, in coffee houses in Greenwich Village listening to poetry readings, folk songs or whatever. Most of the time was [spent] here. All of your friends were here and because you wanted to be with your friends you did what they did. If somebody was working on their paper, [you] thought, *Well, that’s a good idea. I’ll go work on my paper too.* They were freer at that time to express themselves. Well, they felt freer—whether they were or not, I don’t know. I don’t think we looked at people kind of holding on to us. We saw ourselves as free individuals and so we just—. I don’t know how to do that with students today. I wish I did. If I knew how to do that, I would do that. I would do that in my classes. I would do that in Extra Curric[ulum]. You see, years ago, you went out—in grade school and high school—you went in the street and played with your friends. Today nobody does that. They come home and they stay in their house and they sit in front of their computer, they play with their cell phone or they play computer games. They’re not as social as they were, *Back in the day,* [laughing] as they say. Okay? Not the *Good ol’ days,* but, *Back in the day—*. Today's
students are less social because they don’t do those kind of things and they’ve been regimented all along. *Okay, you’ll go off to this activity and I’ll drive you here to this activity and then I’ll drive you there to that activity* [inaudible]—. The student never gets an opportunity to be inventive on their own. They never get an opportunity to know who they are.

They’re always a member of a group. It’s good to be a member of a group, but in the group if you’re not an individual then you’re not going to contribute much. I think this is part of it: that unless somebody takes them there and says, “Here, you do this now,” they won’t do it. I think that’s really, really unfortunate. How do you get by that? I don’t know—you have to get by years of regimentation, which is what’s happening today and I think it happens more and more all the time.

You see parents who—their kids are in 45 activities outside of school. The parents are run ragged taking them from this activity to that activity to some other activity. Academics become much less important. It’s, *What game can I play—with whom? I never really have to shine*. How many people become stars? Not many, but everybody contributes. I think it’s because they’re always taken to do these things that when they get into college they don’t—they’re not themselves. They don’t—I don’t know how to put this, they just don’t join in because nobody is taking them there and saying, “Join into this.”

I think we could get by it. All of these clubs and the paper and everything, they used to have faculty moderators. I think the faculty moderators often times kind of drove what happened. They would say to a student, “Why don’t you come and join, you’d be good in this?” The student would go and try it out. I don’t think that’s happening anymore. I don’t know if we have moderators anymore—do we?

SM: Yes, we do.

CH: We used to have a moderator for the paper.

SM: We do.

CH: Okay—how come people don’t respond to the moderator?

VB: They aren’t always present at all the meetings. They’re just like a figurehead.

SM: Yes.

CH: Oh, the moderators. That’s unfortunate because the moderator really should be there. That’s a part of that person’s job. Whoever is doing it—if you volunteer to do this, then
you really need to be faithful to that; you have to honor your commitment. I think we will
do that; I think [sighs] people are less energetic than they used to be—I don’t know
[laughing]. I don’t know. I don’t know. People don’t realize the influence they have on
others. If they did, I think they would put more into what they’re doing. Do the students
come? If the moderator comes then are the students there?

VB: Yes.

CH: They are. Okay, so the students are pretty faithful to what they’ve committed themselves to
doing and if you don’t have a moderator that’s committed—that’s a problem. I think you
should bring that to the attention of Sherrie Van Arnam [V.P. of Student Life]. Say, “Hey,
you know we really want to have an active newspaper.” I remember, for a few years, it was
active. We used to get the newspaper all the time and I used to enjoy reading it to see what
the students had to say about this or that and students had different interests; they wrote
different columns. I thought that was good, but if the moderator’s not being faithful to his
or her commitment, I think you should talk to Sherrie Van Arnam and say, “Hey, we really
do want to have a paper. We want it to be a good paper because we’re members of this and
we want to make it good. If the moderator never comes, how are we going to do that
because we need direction as to how to make a good paper?” You’re learning that.

SM: As a student, you were a member of the Science Club.

CH: Yes.

SM: In your 50 years here, what was the best accomplishment you’ve seen?

CH: Actually, today, I don’t show a whole lot of attention to what’s going on in the Science
Club because I’ve never been—. Well, in my very early days when I’d first come back to
be a teacher—I was a student here, you know. When I first came back, they made me
moderator of the Science Club. We had a lot of fun; we did a lot of interesting things. We
had speakers come in and all that kind of stuff. I think, one of the major things that the
Science Club does that I think is a really good thing is that they do have speakers in.
Sometimes the speakers are alumni who come in to talk about their careers to the
students—so the students can get an idea of what’s open for them. I think that they do the
blood drive—along with another club—I don’t think that they do it by themselves. They do
it along with another club and I think that’s a very good thing for them to do. I think it
should be more driven toward—. It’s what we used to call a study club. Alright? Unlike
some other clubs, which are really more social, this was a study club. Science Club was
associated with the Department and the major purpose of the club was that you would do
some more-advanced stuff. You’re learning things in the classroom, What can I do with
this? I think study clubs have gone by the Boards and if students say, “You’ve got to be
kidding me. I’m going to class and I’m going to go to a study club [laughing]?” Right?

SM: Yes—

CH: At least you admit it [laughing]. I think that’s wonderful that you say, “Yes.”
SM: That’s interesting, because I was talking to Lauren [Kehoe] about making a 3D model of the DNA with the 3D printer that they had in the library, but—

CH: You could get—are you a member of the Science Club?

SM: I am.

CH: What are you majoring in?

SM: Bio[logy].

CH: Oh, well I haven’t had you in class yet, otherwise I would know. You’re a sophomore.

SM: Yes.

CH: Okay. I think that would be a wonderful thing if there was a group of students in the Science Club to get together to work on that. Everybody would be learning not just about DNA, but also about how to make a computer model like that. We all talk about that and we all read about it. Maybe even some of the faculty would like to participate in that thing. Not that they know anything about making 3D models using a computer, but they can learn also. Alright? That’s a lifelong thing that you do and you learn more from your students than you ever learned in a classroom. I think that would be a great thing for you to do. Why do you think you can’t get this started—nobody’s interested?

SM: I only found one person. One classmate.

CH: Tasnim is the only one who’s interested?

SM: No, I didn’t ask Tasnim. I asked my classmate Olivia. She’s in my year as well.

CH: Okay. Did this come up at a Science Club meeting? How often does the Science Club meet now?

SM: Virtually [inaudible][laughter].

CH: Rarely. See, this is another problem. This is another problem. Who’s the President this year?

SM: Tasnim.

CH: Tasnim. Get after her and say, “We have to have a meeting and this is the thing that I want to present at a club meeting to see if anybody’s interested.” Then if you’re the prime mover, you have to be after everybody else to keep doing it so you become the leader. People don’t like to be leaders, but if you have a good idea and you think it’s a good idea,
and you get a core of students who are interested in doing that, then you be the leader. It doesn’t have to be Tasnim. Tasnim is the President of the club, but you can have this subgroup in the club like you do in any club. I think that would be a great idea because the students would learn a lot from that. Not just about DNA—Dr. [Tetyana] Delaney would be over-the-moon [thrilled] to hear that you would like to do something like that. As a matter of fact, you could probably get her to participate in that. You’re going to have her next semester, right?

SM: Yes.

CH: Yes, for Genetics. Maybe the members of the class, your class, who may be interested in this might get a project like this started in Genetics.

SM: That would be interesting.

CH: Talk to Dr. Delaney about it, she loves those kind of things. She really does. Anything new—she loves to participate in that. She likes to do research. She likes to see the students active and doing things. I would mention it to Tasnim because there might be other people in the club who are interested also. I think when you have a meeting, you say to Tasnim, “Call a meeting because this has been suggested. This is something I’m interested in. I want to know if there are any other people in the club who are interested in doing this too along with me. I only have one other person who’s interested; we need more than that.”

You be a prime mover, okay? Don’t wait for somebody else to do it. You do it. Don’t stand in the background and be quiet because then you never offer what you have to offer. Everybody has a lot to offer. I have Tasnim in class right now [laughter]. I promise I will not say anything about it [laughing]. I’ll let you do that.

SM: I’ll speak to her.

CH: This has been a hallmark, really, of Saint Joseph’s College for a long time. Students can become prime movers here and they can get the ball rolling. They have to be committed. Now, one problem with remaining committed is if you surround yourself by people who are not committed. Then they kind of drain all the commitment out of you and you have nothing left, alright. If you can get a core of students who are interested like you are in doing that, then you be the leader. You set up the times when you’re going to do this. You still have to, of course, talk to the group and find out what’s the best time.

Students will fall away—just like in any walk of life. People will commit themselves and then they just kind of drift away. There will be a core who stick together with you. You are the prime mover. You’re the one who is making all of these other people learn something
new. That’s important. That’s how you become a leader. This is the time in your life when you become a leader. You don’t become a leader when you get to be 50. You become a leader early on—you develop those characteristics. Then, when you graduate, you have all of that to offer to whatever walk of life you wind up in; whatever career you wind up in.

It starts here. It doesn’t start—see, I say that to students lots of times. There’s no magic in walking across the stage at graduation and being handed a diploma. There’s no magic in that and tomorrow’s going to be the same as today. You get the diploma—that’s tomorrow—and this is today. You’ll be the same person. Unfortunately, by the time you’ve gotten to that age, you’re probably not going to change much. If you want to be a leader, start now. If you’re interested in that and you have somebody to help you out with that: get a core of students together. Maybe it’s not through the Science Club: maybe it will be through Dr. Delaney’s class in the Spring. Is she your advisor?

SM: Dr. Delaney? No, Dr. [Kestrel] Perez.

CH: Dr. Perez, okay. Dr. Perez is an Ecologist.

SM: Yes.

CH: She may not be so interested in making a 3D model of DNA. She may want to make a 3D model of some biome somewhere, which is okay too. Dr. Delaney would really be the one to talk to and she gets very excited over things. She will help you out. Are you a Bio major?

CG: Yes.

CH: You are. Are you a Bio major too?

VB: No.

CH: The outsider [laughter]. Okay. They have two now who can be committed to this and how many students are in your class?

CG: 12.

SM: Probably like 12, yes.

CH: 12? Out of 12, how many do they need to start a project like this?

LK: One or two, three, four—
CH: Okay, but you can probably get more than two. You’ll be beginning to develop your leadership qualities doing that. It’s good for you. When you graduate, we’d be proud of you and we have a lot of graduates from the Biology Department about whom we’re very proud. Who have done big, big, big things in their lives. It begins here. It doesn’t begin after you get your diploma.

SM: Your turn.

CH: I don’t know if I answered your question or gave you more problems than you expected to have, right [laughing]?

SM: No, no you didn’t [laughing].

CH: Now, when I see you around I’m going to say, “Talked to Dr. Delaney yet [laughing]?” Don’t talk to her at this time in the semester. This is a very frenetic time in the semester when everybody is trying to finish up and everybody just wants to get away from everybody else. You know, like you do too. You have too much people around you: you need to get away and get refreshed. Don’t talk to her right now. Wait a little. Wait until the new semester and then talk to her; then she’ll be recommitted and excited about the new semester and her new class. We all complained about how our students don’t seem to rise to challenges [laughing].

She would be over-the-moon happy if she had people in her class that were interested in doing something like this, really. I’m suggesting—if you want to go through the Science Club, you can do that, but I think this could be a class thing, too. Especially when you have a group of people who are all studying this same thing. This is important—you’ll learn so much from doing it.

SM: That’s true [whispering]. Next question.

CH: I’ll expect big things now. I won’t teach you until next year. You escape for another year [laughing].

VB: While I may not be a bio major [laughter], I am Secondary Ed—

CH: That’s alright. We’re very open minded [laughing].

VB: I am Secondary Ed[ucation]; I am interested [in] this question. It’s obvious from the way that you frame your answers and your perspective on things that you’re a teacher or you’re an educator. What motivated you to become a teacher?

CH: I never wanted to be a teacher. When I was an undergraduate, it was suggested to me that perhaps I might do that one day by the then-Chair of the Biology Department. I said, “I will never ever teach [laughter]. Not ever in my entire life. I’m going to do research.”
When I graduated, I had a couple of fellowships, which I gave up because I wanted to see what I could do with what I knew. I felt that spending more time in school—at that time—was not going to help that. I got a job doing research. My first job in research: I really liked it. It was in a hospital. The principal investigator was a Pathologist who was studying atherosclerosis. We were doing a lot of work with a lot of different kinds of animals—studying the development of atherosclerosis; creating conditions in which it would develop. I really enjoyed it.

Then I left that job and went to work in [Weill] Cornell [University] at the Medical [College] school downtown here. That job was immunology. Although I loved the work that I was doing, I found it really stifling. In those days—in research, if you had a faculty position, you were expected to bring in grant money; more than equal to whatever salary they paid. You would be paying your electricity and the rent for the rooms you occupied. It was a very difficult thing for those principal investigators who had that pressure on them. In order to get grant money, you had to have something unique that you were doing. That led to a very insular kind of existence. You didn’t talk to anybody else. If you did and they were to ask you what was going on in your laboratory and if you told them—they might think: Wow, that’s a good idea. They applied for your grant and now you don’t get the grant.

I was so turned off by that—although I liked the job and I enjoyed what I was doing. At that time, the Chairperson of the Department, who was the Chair when I was an undergraduate, called me up one evening and she said, “One of my faculty is leaving. Would you be interested in trying out college teaching?” I said, “I need to think about it a little bit.” I thought about it and because I was disgruntled about what the situation was in research, I thought, Well, I don’t have anything to lose. I could have 100 jobs at that time and I wouldn’t be considered to be unstable. If you going from job to job to job when you’re older, you look like you’re unstable. When you’re a kid, that’s not instability—that’s trying out things.

I came back to college to teach and the rest is history. I never left [laughter] and I’m not unhappy about it at all. I’ve enjoyed every single day of teaching students. I don’t consider myself a teacher. There’s a difference between a teacher and a professor. A professor doesn’t care how you learn or how you study. All a professor is concerned about is: telling you about their field because that’s what that person really, really is enamored of. That person wants to excite other students so that they will get the same kind of love of their field—as the professor has. So that’s the main thing.

I think teachers have a larger job than professors. They have to be concerned about whether or not the students are studying—professors basically don’t care [laughter]. Okay? You
should study because you should be committed to what you're doing. That’s not my job to motivate you. I have a right to assume that if you came to college, which is not obligatory, it’s because you came here to learn. You want to learn. It’s not my job to tell you that that’s what you want to do. I’m assuming that that’s what you want to do.

It’s my job to excite you about my field: to tell you how wonderful it is, how great it is, Why would I bother to spend my whole life doing this? It’s because I see that it has merit and I’d like you to see that. Will it convert you—or maybe you have another field in mind and that’s perfectly fine. I want to get the opportunity to tell you about mine, too. I think that’s what professors do—unlike teachers. Okay? It’s a different way of dealing with people. I never envisioned myself as doing this—not ever. I envisioned myself in a laboratory—my whole life, Okay—doing experiments.

Here, I have the opportunity to do both. I have the opportunity to tell people about what I really love, all of the changes that are taking place, and why it’s exciting. I also have the opportunity to do research with my students. All of the Biology majors have to do research before they graduate because that’s the key to their understanding of their field: [it] is research. Whether or not they wind up doing it full time for their whole life is immaterial. That’s how they make discoveries. The only way that you can really find out that you can make discoveries is to do it. All our senior students are involved in research. When they’re juniors, they have to take a course prior to that in which they learn how to read the literature and in which they decide what area they want to work in.

The short answer is: I never wanted to do it. I never thought about it. How I wound up here is because a person that I admired, who was the Chair of the Department at that time, called me up and said, “You want to try it out?” I guess I was a little flattered. I don’t know. I came and I never left. Here I am [laughing]. I never thought about it and I never looked back. That’s how it happened. By mistake—a big mistake. Sometimes I say to myself—on a bad day, I say, That was the biggest mistake you ever made: [It] was to come down here that first day [laughing]. There are not that many days though like that. A few. Here and there. I never contemplated that. There are some students who come to college and that’s what their goal is—that they want to teach.

If they’re going to teach in high school or junior high, they’re going to concentrate in a field. If they’re going to be teaching grade school, they’re going to have an area of concentration, but their major study is in Education. I never took an education course in my life—not ever. This is one of the reasons why students have the problem when they come into college from high school—that they have a bunch of mavericks teaching them. Not a single one of them ever took—well, I shouldn’t say not a single one because most of them did take education classes. Most professors never took an education class. They’re just
telling you about their field. They don’t know whether they should open the venetian blinds and let the light in or write on the board or—. It’s a mess and students have a problem trying to tune into that. Okay? I always tell students, when they come in as freshmen, if they’re my advisees, “This is going to be a very difficult semester for you. The reason is everybody who teaches you is going to do it differently.” There is no regimentation because they didn’t take any education classes. So, should they? No. They should not take education classes because I think that would ruin them.

As a matter of fact, the person who I admired very much here, who’s not teaching anymore, but was in education—told me that one time. Somebody said, “You should’ve taken an education class.” I mentioned this to this expert and they said, “It would’ve ruined you.” That’s it—I never wanted to be a teacher. Not ever. I thought that was the worst thing I could possibly do in my whole life. I couldn’t think of anything worse than teaching students—maybe because I was not ideal when I was a student [laughter]. Okay? I knew all of the rotten things that students did and I didn’t want to be in that situation. They don’t really do rotten things. I think I was the rotten one and most people are not.

VB: Throughout your career as a professor though, what was the most challenging thing for you?

CH: The most challenging thing, all throughout my career and that is even today, is getting my students to understand that they really need to work. That this is not a playtime. It’s not just, I’m here because I don’t know what else to do. That’s my greatest challenge. The challenging thing, of course, is that you need to keep up with your field over time. That means you’re devoting a lot of time to reading new material, finding out what’s happening in your field, and keeping up with what’s going on. You’re giving the latest information to your students. When they leave here they don’t have an education that’s 100 years old. It’s up to date—they know what’s happening today. That’s a challenge also, for any professor. The biggest challenge, I think, is getting students to understand what this means for the rest of their life and getting them to understand that they need to have a plan.

Sometimes I tell students, “You know, you should really write down your plan. What is your plan for your life? Write it down on a piece of paper. Every six months take it out, look at it, and see if it has changed. If it has, alter your plan, because that’s the map that you’re following to get where you want to get. If you don’t know where you’re going—in college you really have to think about where you’re going.”

Now, I’m a prime example of someone who didn’t think about where she was going. I was going to do research. That was my plan and that’s what I followed. I did everything that I needed to do or could do to become a good researcher—then look where I am. Your plan can be altered, but on a daily basis you need to have a plan: you need to know where you’re going. You can’t just be walking around in circles—saying, Well, one of these days I’m going to shoot out of this circle and there I’m going to be. You need to have a plan. Can it
change? Yes. You should be flexible enough to allow it to change, but I think most students don’t have a plan.

Even when I tell them, “Make a plan,” they don’t make a plan. Okay? Some of them do. That’s another challenge: to be accepting of the fact that when you talk to your students they will hear you, but they’re not going to necessarily do what you suggest for them to do. You have to accept that because they’re individuals and they’re going to go on to their own thing. Okay? Every once in a while, you might yell at them a little bit, but in general you have to let them do what they need to do and what they want to do. Ultimately, they will wind up doing something really good and that’s—.

Sometimes I say that to other faculty in the department. Sometimes it’s discouraging. I say, “What are these students going to do when they graduate? I can’t get them to do anything today—what are they going to do when they graduate?” They astound you when they graduate. They go off and they do wonderful things. Then you have lists—long lists—of students who did wonderful things that you’re very proud of. When they’re undergraduates, I never would’ve guessed it. I’m sure that people said that about me too. They never would’ve guessed that I would’ve achieved anything at all in my life. That’s the way it is. That’s human nature.

You need to have a plan. Every student should have a plan. Every person in the world should have a plan. Be willing for it to be altered, but they should have a plan. What am I going to do tomorrow, next month or next year? I want to take a trip to Hawaii before I’m 25 years old. You write that down. Now maybe you don’t have enough money to go to Hawaii before you’re 25. Then you rewrite your plan and say, “I’m going to Hawaii by the time I’m 35.” That’s fine—you’re still going to Hawaii. You’re just not doing it on a schedule. A plan’s not a schedule—it’s just a future oriented, What am I going to do? That’s a challenge. I mean my challenges are associated with, Can I get through to students? Sometimes I do—sometimes I don’t. If I don’t, I accept that. If I do, I accept that, too.

CG: Over the years, there have been several revisions to the Biology curriculum. How did studying biology during the 1960s differ from studying biology today?

CH: Okay, I just want to say this because the Biology curriculum has not changed over the years. When I saw that I thought, Did it [laughing]? Curriculum really has to do with the number of credits a student is going to take in his or her major field, related fields, and whatever else. We have not changed that since shortly after I came. What does change is the kind of courses that you offer and the emphasis that you put in various areas. When I was a student, the big deal was the discovery of DNA. It hadn’t been discovered before that. That changed everything in biological sciences.
The biological sciences, after that, became molecular. Okay? Prior to that time, it was pretty much descriptive. People took courses like Comparative Anatomy or Embryology. When they took embryology, they would look at developing embryos under a microscope until they fell asleep on the microscope. Alright? Now, the course is changed; it’s called Developmental Biology. You’re not looking at the development of an individual organism—the movement of these cells or these tissues from here to there during development. You’re looking at the processes that result in the development, ultimately, which are really molecular processes.

The courses have changed over the years. We’ve dropped out of the curriculum certain courses which are no longer relevant to students: like Comparative Anatomy. Students who wanted to go to medical school used to always take that course—Comparative Anatomy. You studied the anatomy of all different kinds of organisms and you got really stinky in the process because they were all preserved. Nobody wanted to come near you while you were doing that course. We dropped that right out of the curriculum because it’s no longer relevant. Now it is in the curriculum in some colleges, but why they have it there I don’t know.

We do have a course in Anatomy now because we have a lot of students who come in who want to become physical therapists or want to become physician’s assistants. Those programs all require that they have Physiology and Anatomy. Our regular Bio majors don't take Anatomy—they take Physiology. They get a much more intensive study of physiology then they would get if they had a course in anatomy and physiology, which we teach to the Nursing students. Alright?

Bio majors need to have this in a different sense. They need to know different things. A few years ago, because we had so many students who decided they wanted to go into physical therapy or become physician’s assistants, we began to offer a course in anatomy—straight anatomy. What they do is they dissect a cat and they study human anatomy—online—it’s a hybrid course. Other courses that have changed; we brought in faculty—Dr. Delaney as a matter of fact, who is an Immunologist—because it was a rising field in biological sciences and therefore an opportunity for careers to students. When we got a chance to hire a new faculty member, we were looking for somebody who could teach immunology. She came and she taught immunology. Along with that immunology, there are other things that she’s competent to teach. She teaches other courses besides that.

We put in Anatomy & Physiology because of the Nursing program. Prior to the Nursing program, we didn’t have Anatomy & Physiology in the department. You alter courses or you add courses, or subtract courses, but that doesn’t change the basic curriculum in the department. Our students still have to take 36 credits in Biology and at least 20 in
Chemistry. They take eight in Physics and at least eight in Math, so that they’ll be properly prepared for graduate school, medical school, careers—for whatever they want to do. They have those tools to do that, but it’s not true that the curriculum itself has altered. Courses have changed. Of course, even courses that have been taught all of those years are different now than they were all those years ago. New discoveries come along. Now you can explain new processes that you couldn’t. That you just said, “This happens,” fifty years ago, but today that’s not sufficient to say “This happens [laughing].”

CG: In a field that is ever evolving like Biology, how do recommend students keep up-to-date with the field?

CH: Read, read, and more reading.

SM: How do you think your work has impacted Saint Joseph’s College?

CH: I don’t know. That would be for somebody else to say. I could never say that myself: I don’t know what my impact has been at Saint Joseph’s College. I’m just here doing my job. One person's impact is an outsider looking in and saying, “This is the impact that that person had on the college.” I don’t think an individual can say that about themselves. You don’t evaluate how you influence everything around you. You’re just an influencer, hopefully, but how that is evaluated is really up to somebody else. I could never say that. I saw that and I thought, How could I answer that question [nervous laughter]? I couldn’t answer that question really. Then I thought to myself, Do I have to answer all these questions [laughter] or can I leave some out?

VB: What would you like to see accomplished at Saint Joseph’s within the Biology Department before you retire?

CH: A thousand students who want to work [laughter]; who really want to be biologists, medical doctors, dentists or whatever they want to be. It doesn’t make a difference—like a thousand students in the biology department, all of whom are really, really scholars. Really interested in studying—that’s the general thought—but not dull people. Okay? You want them to be aware of what’s going on around them, too. You want them to be having fun, also. You want them to be scholars; you want them to be really learners. I want them to be learners, not memorizers. Okay? There are lots of students that are memorizers: they’ll say to you, “Can’t you just give me a piece of paper for the exam? You have a review sheet,” they say to me. I say, “No, I don’t have any review sheets.” I said, “This is college, not high school anymore.” I say, “I’m not giving you a review sheet and you go home and you memorize it and you come back and you spit it out on the exam, because my questions are not going to be those kind of questions. The questions will require you to understand the material—then you don’t have to memorize.” That’s what I want: a thousand scholars in the Biology Department. Can you do that for me [laughing]? We have two right here and maybe you’ll transfer in—you never know [laughter].

VB: I don’t think they even allow that.
SM: For Bio?

CH: Oh, sure they do. Except it might take you longer because the curriculum is so prescribed that it’s difficult to catch up if you transfer in later on. We love to have new people coming into the department all the time. You know what? You just said something that I tell students all the time, “Never say never.” I said I would never teach and look at what happened [laughing]. I don’t know if I’ve been any help to you—I hope so, but maybe not. I think there are other people who probably know a lot more about what you’d like to know than I do [laughing].

SM: Thank you so much for taking the time out.

CH: You’re welcome. Thank you for asking me to participate in this project. I did have kind of misgivings when I got the email from Lauren [laughter]. I kind of sat back and said, Do I want to do this [laughing]?

LK: Well, we're glad you did [laughter]. To be honest, you were one of the top recommendations we got to be a narrator. After the Sisters [inaudible], “You have to interview Carol.” We’re so happy you agreed [laughter]. Most wanted list—

CH: I have to be honest with you because it was shocking for me to get that. I read it and I thought [laughter], What am I going to say?

LK: What do they want me to do now [laughter]?

CH: Then I thought, I really can’t say no. It’s one of those situations where you say, I really can’t say no. Like somebody invites you to do something and you really don’t want to do it, but you really can’t say no because it would be insulting to them if you did [laughter].

LK: Thank you for not insulting us [laughter]. We very much appreciate it. It’s been lovely.

CH: Thank you for asking me. I appreciate it.

LK: Thank you.

MM: Thank you.

LK: Yes, yes! We’re going to take one big group photo or a couple; we’ll pick the best one. Eventually we will put this on the website. We need—Carol, if you don’t mind signing the release form for us. It’s right in front of you.

CH: Oh, this?
LK: It’s just saying we can use this recording and the images attached to this activity and we’ll be putting it on our website adding to the repository of the *Voices of SJC* [Oral History] we are collecting.

CH: What’s today?

SM: It’s the 29th.

LK: 29th of November. Yes.

CH: 29th, I don’t remember dates, anymore [laughter].

LK: Me neither—especially not in the throes of the semester. There’s Fall or Spring—that’s all I know.

CH: When I get off it’s even worse: then I don’t know what day it is.

LK: Yes [laughing]. Thank you again everybody and we’ll take a picture now if that’s okay with you.

MM: Yes, how about—

CH: You were good interviewers.

SM: Thank you.

LK: Against the wall there, yeah, that’s a good place.

*[LK and MM talking at once.]*

LK: Do you want to turn the lights on all the way? That might be a little bit better.

MM: Yes, maybe Professor Carol in the center. Yep, closer, closer. I’ll take a couple.

CH: I hate having my picture taken.

LK: Me as well.

MM: Stay still, okay. A couple more. Stay still. This way. One two three, one two three. Alright, great!

CH: She keeps saying one more, one more [laughter].

MM: One more, one more, ten more.
LK: I guess one question I wanted to ask Carol: how long have you been teaching at the College?

CH: 53 years.

LK: 53 years.

CH: This is my 53rd year.

LK: Wow, and continuously—

CH: Yes, it seems like yesterday I came.

LK: That you started, right?

CH: Yes, it really does.

MM: How many sabbaticals do you get [laughter]?

CH: How many what?

LK: Sabbaticals—have you accrued at this point? Ever had a sabbatical period?

CH: I took one sabbatical.

MM: Okay.

CH: In 2001. Spring of 2001 after the laboratories were finished.

LK: There you go.

CH: Then I took a sabbatical.

MM: I think that the movie that you were referring to when Sister Elizabeth took the tour with the film crew—is that the *Law & Order* [television show]?

LK: *Law & Order*?

MM: Yes.

LK: We’ve heard a rumor that there was an episode of *Law & Order* filmed on campus and Mayumi has not been able to figure out which episode of *Law & Order*, right?
MM: No.

CH: Well, this would have gone back into the late 90s.

LK: It’s very possible—

CH: I think [it was] about 1998 that Sister Elizabeth called Sister Mary Maier and I to her office. The two of us were commiserating on the way, “Why are we being called into the business office [laughing]?”

LK: Going into the Administrations Office—

CH: When [laughing] we go in and she told us this story; I mean it was just flabbergasting that—. She was indignant. Sister Elizabeth was indignant. “Quaint—!”

LK: “Quaint” is not a word—

CH: “You can’t call laboratories quaint [laughing]. We have to do something about that!”

LK: There are hundreds of dirty words and “quaint” is a dirty word.

CH: It was a huge commitment that she undertook. They cost millions of dollars to redo. We had a good architect and we had good workers. In both cases, when they did chemistry over first and it was done over summer. When they did biology, it was done over summer, too. It wasn’t absolutely complete when we came back in September, but it was pretty much complete. We could go into the laboratories and work. They had gutted everything—you could look right down into the Red Room from the laboratory.

LK: Wow. It’s held up, it’s still—

CH: Floors out—moved walls—

LK: Yes.

CH: Everything. She allowed us to specify how it was going to be done.

LK: She got your feedback—

CH: We got to be the ones who redesigned everything in the laboratory. It’s very different than it was before. Even the walls are not where they were.

LK: [inaudible] You guys are lucky: the two Biology students in the room.
CH: Right. I remember Sister Mary and I talking about it at that time and saying, “Whether or not the laboratories are quaint, we’ve really done a lot of wonderful things here and we’ve really graduated a lot of students who made us very proud in these quaint labs [laughing].

LK: Certainly, yes [laughing].

CH: It’s not so much what you’re looking at, sometimes. It’s what’s going on in there. We like the new lab—well, they’re not new anymore. Now they’re seventeen years old [laughing].

LK: Right? Happens in the blink of an eye. Yes.

CH: Time to do them over again.

LK: There we go. We’ll make sure to record that and get that to the right people [laughing].

CH: We need another film crew to come in and call them, “Quaint [laughing].”

MM: Yup.

LK: We’ll see what we can do [laughter].

CH: Well, thanks a lot. I appreciated it.

MM: Thank you very much.

LK: Appreciated it, Carol.

SM: Bye.

LK: Thank you

CH: I’ll see you around.

LK: See you around.
Informed Consent/Release Form

This oral history project is being conducted as a part of St. Joseph's College Brooklyn Campus Academic Honors Concentration. Its purpose is:

- To introduce students to the concept of oral history, the construction of social history, and the process of creating oral histories
- To collect and preserve testimonies pertaining to the history of St. Joseph's College through the experiences of the Sisters of St. Joseph and the SJC faculty and staff members, and develop a St. Joseph's College Oral History Collection
- To showcase the SJC Oral History Collection on an online platform as a part of the centennial celebration.

Recordings and transcripts resulting from interviews conducted for the project will be deposited in the oral history collection of the McEntegart Hall Archives, where they will be made available for historical research and public dissemination. Participation in the project is entirely voluntary.

I, the undersigned, have read the purposes of the project and the use of the recordings, and I have agreed to be interviewed/to interview.

I have read the above and voluntarily donate to the project full use of the information contained in the recordings (including video and audio recordings) made on (date) at St. Joseph's College Brooklyn Campus, transcripts of the recordings, and other materials collected during the interview.

I hereby assign legal title and all literary property rights, including copyright, in these recordings and transcripts to the project, which may copyright and publish said materials. The information may be used for scholarly or educational purposes as determined by the project.

Interviewee/Interviewer’s signature [Signature]

Date 11/29/17

Interviewee/Interviewer’s name (please print clearly) Victoria Brucas
Informed Consent/Release Form

This oral history project is being conducted as a part of St. Joseph's College Brooklyn Campus Academic Honors Concentration. Its purpose is:

- To introduce students to the concept of oral history, the construction of social history, and the process of creating oral histories
- To collect and preserve testimonies pertaining to the history of St. Joseph's College through the experiences of the Sisters of St. Joseph and the SJC faculty and staff members, and develop a St. Joseph's College Oral History Collection
- To showcase the SJC Oral History Collection on an online platform as a part of the centennial celebration.

Recordings and transcripts resulting from interviews conducted for the project will be deposited in the oral history collection of the McEntegart Hall Archives, where they will be made available for historical research and public dissemination. Participation in the project is entirely voluntary.

I, the undersigned, have read the purposes of the project and the use of the recordings, and I have agreed to be interviewed/to interview.

I have read the above and voluntarily donate to the project full use of the information contained in the recordings (including video and audio recordings) made on (date) at St. Joseph's College Brooklyn Campus, transcripts of the recordings, and other materials collected during the interview.

I hereby assign legal title and all literary property rights, including copyright, in these recordings and transcripts to the project, which may copyright and publish said materials. The information may be used for scholarly or educational purposes as determined by the project.

Interviewee/Interviewer's signature

11/29/2017

Date

CONSTANZA GRACIA

Interviewee/Interviewer’s name (please print clearly)
Informed Consent/Release Form

This oral history project is being conducted as a part of St. Joseph’s College Brooklyn Campus Academic Honors Concentration. Its purpose is:

- To introduce students to the concept of oral history, the construction of social history, and the process of creating oral histories
- To collect and preserve testimonies pertaining to the history of St. Joseph’s College through the experiences of the Sisters of St. Joseph and the SJC faculty and staff members, and develop a St. Joseph’s College Oral History Collection
- To showcase the SJC Oral History Collection on an online platform as a part of the centennial celebration.

Recordings and transcripts resulting from interviews conducted for the project will be deposited in the oral history collection of the McEntegart Hall Archives, where they will be made available for historical research and public dissemination. Participation in the project is entirely voluntary.

I, the undersigned, have read the purposes of the project and the use of the recordings, and I have agreed to be interviewed/to interview.

I have read the above and voluntarily donate to the project full use of the information contained in the recordings (including video and audio recordings) made on [date] at St. Joseph’s College Brooklyn Campus, transcripts of the recordings, and other materials collected during the interview.

I hereby assign legal title and all literary property rights, including copyright, in these recordings and transcripts to the project, which may copyright and publish said materials. The information may be used for scholarly or educational purposes as determined by the project.

Interviewer's signature

Date 11/29/17

Interviewee/Interviewer's name (please print clearly)
Informed Consent/Release Form

This oral history project is being conducted as a part of St. Joseph’s College Brooklyn Campus Academic Honors Concentration. Its purpose is:

- To introduce students to the concept of oral history, the construction of social history, and the process of creating oral histories
- To collect and preserve testimonies pertaining to the history of St. Joseph’s College through the experiences of the Sisters of St. Joseph and the SJC faculty and staff members, and develop a St. Joseph’s College Oral History Collection
- To showcase the SJC Oral History Collection on an online platform as a part of the centennial celebration.

Recordings and transcripts resulting from interviews conducted for the project will be deposited in the oral history collection of the McEntegart Hall Archives, where they will be made available for historical research and public dissemination. Participation in the project is entirely voluntary.

I, the undersigned, have read the purposes of the project and the use of the recordings, and I have agreed to be interviewed/to interview.

I have read the above and voluntarily donate to the project full use of the information contained in the recordings (including video and audio recordings) made on (date) at St. Joseph’s College Brooklyn Campus, transcripts of the recordings, and other materials collected during the interview.

I hereby assign legal title and all literary property rights, including copyright, in these recordings and transcripts to the project, which may copyright and publish said materials. The information may be used for scholarly or educational purposes as determined by the project.

Signature

Date

Name (please print clearly)