Preface

Voices of SJC is an oral history project curated by McEntegart Hall Library/Archives in collaboration with St. Joseph’s College Brooklyn Campus Honors Program. The project was inaugurated in the Spring 2017 semester as a part of the College’s centennial celebration. Led by the Library faculty moderators, students engage with the College Archives to develop a strong understanding of the history of the College and conduct an oral history interview. Interviewees include but are not limited to the Sisters of St. Joseph, current and former faculty/staff members, and alumni. The students develop interview questions, discuss the theoretical implications of capturing histories orally, in addition to gaining interviewing skills.

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: Sister Helen Kearney
Interviewer’s name: Maria Guanga, Rebecca Bolmann, Philip Canova, Danielle Policaro, and Samantha Kupis, St. Joseph’s College Honors Program Students
Date of interview: Wednesday, April 25th, 2018 at 11:30 a.m.
Location of interview: Founders Hall, St. Joseph’s College, 232 Clinton Avenue, Brooklyn, New York

List of acronyms: MG = Maria Guanga (interviewer), MM = Mayumi Miyaoka (moderator), RB = Rebecca Bollmann (interviewer), PC = Philip Canova (interviewer), DP = Danielle Policaro (interviewer), SK = Samantha Kupis (interviewer), HK = Sister Helen Kearney (interviewee)

DP: This recording was made as a part of the oral history project, voices of SJC by St. Joseph’s College Brooklyn Campus Honors Program Students in Spring 2018 Semester. It was recorded on Wednesday, April 25th at 11:30 a.m. in Founders Hall, located at 232 Clinton Avenue, Brooklyn, New York. The interviewers are Maria Guanga, Rebecca Bollmann, Philip Canova, Danielle Policaro and Samantha Kupis. The narrator is Sister Helen Kearney. Thank you for giving us the opportunity today to interview you.

HK: I’m delighted to be here.

DP: And I’m going to start with the first question. Our research showed us that you were elected in 2015 for a second-term as President of the Sisters of St. Joseph’s Congregation. What is your
role as the President there, and how do you connect the Brentwood community with the St. Joseph’s College community?

HK: Well, as President of a religious congregation, your primary responsibility is to steward the mission. In other words, to have the members of the Congregation, our Sisters—encouraging them to be faithful to our mission, which is grounded in providing love of God and neighbor, without distinction and moving towards union.

Those are our formal words, but it really comes out to deep respect for the human person and for all creation, and including everyone. So, that role has some management pieces to it as well, but the best part of it is, kind of seeing the mission of the Congregation, alive, really in each one of you, as participants here at St. Joseph’s College, where you’re trying to make a difference in the world and service, with all of the ideas about the integrity of the human person. So, my role is to foster that. And I work collaboratively with many people. So it’s not a single person job.

And the Congregation is intimately connected to St. Joseph’s College because we founded the College. We had, we still do have girls, high schools and in 1916, in that particular period of time, there was a tremendous discrimination against Catholics. So, graduates of women’s Catholic colleges, would get into very prestigious colleges, but would be very isolated. So, the Congregation felt that we needed to have a college. So, they founded the College based on St. Angela Hall, right around the corner, from you, was the first place where classes were held. The Sisters bought the 245 building, over on Clinton Avenue. And because of that, they knew that they would try to get a charter from the state, but with discrimination at that time, they created a Board of Trustees, had the Bishop of Brooklyn as the head of the Board of Trustees, and they sold the College to the board for a dollar.

That’s—so we are intimately connected. Our Sisters were trained at prestigious universities to be part of the first faculty. Many of our Sisters throughout the history, over a hundred years, attended St. Joseph’s when Sisters were in the Congregation and didn’t have a college degree. And then many of our Sisters have ministered here, and taught here and some still do. So the connection’s pretty strong [laughter].

DP: That’s great.

PC: Alright so, one thing I’m always interested in, when talking to various people, is what motivated them to start, doin’ what they do. So, what I’m wondering is, what motivated you to become a Sister at St. Joseph’s?

HK: Well, I grew up as a Roman Catholic, in a Catholic home. We were around- I went to elementary school where the Sisters of St. Joseph’s [laughter] were, I went to a high school, sponsored by the Sisters of St. Joseph’s. I [laughter] attended St. Joseph’s College.

So, I was familiar. And I didn’t really have an intent to do this, in high school or college, but what began to be attractive to me, I think was the relational aspect, of the Sisters I was with.
When I was in high school and college, they were always around. They always encouraged us. They were happy.

And they also were engaged in things, besides just college teaching or teaching in high school. They reached out to different populations. Even people with disabilities, they would have programs on the weekends for them.

So this idea of saying, you know, these women are about things that are important in our world that not everybody pays attention to. So it kind of was a slow process, that I began to say I’m interested. And I entered the Congregation after college.

PC: So, I heard you talking about how the College, essentially promotes, everybody getting together and this great bond between people. So, over your time here have you noticed any- like a change in how people, show their love for another?

HK: You know- my sense here, I’m currently not on the faculty here, but I was here for 43 years [laughter]. I was a student here. And things certainly have changed, but I think the connections among students, among faculty, they’re very strong. I went to NYU [New York University] for my graduate work, again very positive experience, but in a larger university. I mean everything was just- you can’t do that now- but your social security number [laughter] you know.

At St. Joseph’s, I think there is a real encouragement to, be there for one another and to also recognize the other as somebody important and somebody to be encouraged. So I don’t know that that core has really changed, it might have different faces. We didn’t have a gym when I went here [laughter].

PC: Alright, thank you.

RB: So you talked about, after college, that you became a Sister. But when did you enter the convent, like how did that work for you?

HK: Well, after graduation, the end of that summer, I went to our motherhouse in Brentwood. And there’s a formation program that we were involved with, for two years. And because I had my college degree, Sister Joan de Lourdes, who was the general superior or President at that time, had also been a faculty member here. And she asked me what I was interested in, and I said teaching and she said “Do you like young children?” and I said “Yes”. So she said “Well, we would like you to go to the Dillon Center”. So, I came back to St. Joe’s 2 years later and started as a preschool teacher at the Dillon Center, which was relatively new at that time. And then, you know, stayed here, went on for graduate work and became a member of the faculty.

SK: I have a question about the Dillon Center.

HK: Sure.

SK: Back when it was like, first founded, did you ever think it would become such a big part of the College as it is now?
HK: No, actually the very first preschool, I mean was started in the 245 building. It was housed in that building for awhile, in what we would call -friendly type conversation- the lower level, because basements were not considered a good place for children [laughter]. But there were rooms down there, they were very bright and airy, and the school service, not just faculty member’s children, which some campus schools do, it was a neighborhood school. It became very popular.

So Sister Margaret Louise, who was the head of the department and the director of preschool, had this dream of the Dillon Center. And when I was a student, it was a dream that was being planned and actually, it opened right after I graduated. And actually as a student, we had a little drive to buy a brick, to help contribute to the building fund. The brick was only twenty-five cents [laughter].

RB: So, because you guys bought more buildings around the area, do you think, like, you should’ve added a few more, or expanded more than you have, seeing how it is now? 
HK: Well now, of course everything is so- Brooklyn is such a wonderful place to be, and it’s a very expensive place.

The very first graduating class of the College was twelve. So, when you think about that, it was always a small college. When I was here, we were only a little over 400 students, which I think also helped the, you know, the connections. And I think the College, you know, purchased even Lorenzo Hall, which is the- some of these other buildings were more, not more recent, but in the interim. And then they realized that there was also a need for a college out in Suffolk County. So they expanded out that way, as opposed to just here. In hindsight, it would be wonderful if we bought the whole block, but I don’t think that’s going to happen now [laughter]. And even the gym area, that land purchase was a parking area before the gym was built. So there’s been that, you know, kind of moderate expansion. And now Patchogue is also part of that expansion.

[9:53]

PC: Alright, so what do you think about the diminishing number of Sisters, in general. How do you feel about that?

HK: Well, actually most religious congregations were very small, at their founding. And when we first came to the United States, as Sisters of St. Joseph’s, we were in Missouri, outside of St. Louis. And it was again, a small group of Sisters. And then different areas of the county asked for Sisters to come, open schools, hospitals, you know do all of those type of service things. They were always in threes or fours.

So, really, we’re going back to our history. And the large numbers, were really a bit of an anomaly in the 1950s, and 40s, 50s, and 60s. And Vatican, too, the Council in the Roman Catholic Church, opened the doors to say that the mission of the Church is not just fulfilled by clergy and religious. It’s all the people of the church.
So, you know, vowed membership in a congregation, married life, being single- it doesn’t matter what your choice is. Because you’re all part of the same thing. So I think people have many opportunities to live the values, that are part of our Catholic tradition, very similar to the values in the Muslim tradition- like Judeo- Christian- we use those terms so frequently. So I think it’s a natural evolution that we are smaller. But we’re still very influential [laughter].

RB: So then, how can the College continue to instill its students with the values that you and the Sisters, bring to St. Joseph’s during changing times in religious commitment?

HK: Well, you know the values are basic human values. They’re certainly linked to our faith, you know, Catholic faith, as you said, all the different faith traditions. But they’re really about respect for the human person. And I think the idea that every person has value.

In our society, we tend to categorize, and we tend to have hierarchical structures of what’s valuable, or not valuable. So I believe it’s through, maybe telling the story of the Congregation and the history of the College. That’s an example of how to do this.

But I think it’s also you know, celebrating that at times. I know you do that at different points in the school year. But I think it’s more or less even the faculty being oriented. The most important thing about St. Joseph’s, and I feel this is true of my- I’m still very good friends with my classmates- was the student centered approach. You know, what you need- you have gifts. What’s the best way you can use them? And how do you work hard?-[laughs]- alright, to make sure you can use those gifts? And you know the pillars of the service and you know, social responsibility. That’s a powerful- foundation for your life. And no matter what field you go into, you may start out in one, but you know, you’ll find out, well, this has an appeal to me. And you know, well, I can do this.

I started out in teaching and ended up in Psychology. And I remember going to grad school for it and thinking “Hm, I wonder if I can do this.” But I was given the background here at St. Joe’s to work hard, I mean that’s the bottom line. And to also have the confidence and skills. We had a lot of skills that you get through whatever courses you take. Whatever experiences, extra curric. [curricular activities] - you know there’s a lot of opportunities for you.

So I think what really has to happen is that, you know the leadership of the College and Dr. Bloomgaaden is very committed to the mission of this College. So leadership is important but you as students are part of that, the faculty leadership. I think it’s that working together as a community will not let that story be forgotten and will not let, I guess really, that mission or those values be compromised.

SK: What’s the most important change that has been made to the College during your time at SJC either as a student, or during any other time you’ve been affiliated with the College?

HK: Now I’m going to begin to feel very old, because there were so many changes, but you know some of the significant ones is when the College was an all women's college. And again that was really, the Congregation and St. Joseph’s College. I think part of our foundation together, is that you meet the needs of the times.
So women—there was a need for women to have an education—an opportunity that St. Joseph’s provided. Well, men did too. So we accepted men in the program in the 70s. Then the growth of the academic offerings. The majors have expanded, exponentially over the years. And I think again, that’s because of what do students need professionally to have options and to make a difference in the world but also, you know, have a profession that’s going to help you survive in the world.

Then the expansion to Suffolk was a major step. The first classes were held in our motherhouse complex in Brentwood. And then when they realized there was an interest, they moved and bought property in Patchogue.

So I think those were significant changes over the years. And the expansion, as I said, of all the extra curricular opportunities, the athletics program, I mean there’s so many things to be proud of. And I think that dynamic of being open to change, but doing in a way that says ‘we need to do this because it will benefit students, it will help students be prepared for what society is going to challenge them with’, not just ‘okay, we just need to do this because everyone else is doing it.’ All those decisions were made very collaboratively, with faculty, a lot of meetings with community leaders, so all those changes were not just, you know, one person’s idea to say ‘this is something we should do’.

So I think that whole dynamic of change, that is appropriate and change that will in some ways, help continue the mission that we’re all talking about today [laughter].

SK: I’m curious about how the female students felt, when the College announced that it going to start accepting male students.

HK: Very interested [laughter]. Well you know, we—we’re in a wonderful area in Brooklyn in New York. So St. Francis College, we know that they’re our competition—but anyway it doesn’t matter. Manhattan College—there were many—they were men’s colleges, at that point.

So we would have all kinds of you know, dances and experiences together. So having men on the campus was much more convenient. Now remember— I don’t want to be quoted but, I’m being quoted— I think that there were probably three, the very first year. And they were all fine men—I know, so God help the men. The women were fine, probably [laughter].

But it grew. It really grew. I mean I think it was very positive. And I think the other one piece that’s just slipping that in. Student leadership is extremely important at St. Joseph’s College. And I think when, you know women were often never given the opportunity for leadership roles in the early years. So, that development was not obviously unique to women. So having male and female on campus, you really use all the gifts. And you have different perspectives. And well obviously, Philip, I guess you can vouch for that, at this point that [laughter] it’s important to have both.

SK: Do you feel like there are changes that the College needs to undergo in order to keep improving its service and mission, if so what and why?
HK: You know, I think that, for me, I see change as something that evolves. I don’t think that we have instant fixes, as I was even saying, some of the changes that had taken place at the College- they were gradual. I think the- Sister Elizabeth Hill, a former President of the College- when the expansion of Suffolk County campus out in Patchogue, I think the concept of continuously collaborating with others, inside the College and outside. So, community leaders, professional people, those are the voices that will say ‘this is a need.’

We never had a nursing program in early years of the College. But now, you know, it’s thriving. And why, I think it’s because there’s a need for people in that profession and the College also has the wear with all, to be able to provide that.

I mean there are a lot of other fields, that may not fit here at the College, but I think it’s- the answer, really for the change piece is- something specific right now, I don’t believe so, except to keep that sense of openness and collaboration with other people, to say ‘this is our next step here.’

[19:33]

RB: So we know that you’re an alumni of the College and the director of the Dillon Center, but can you tell us your role at the College now?

HK: Well, I sit as a member of the Board of Trustees at the College. And by tradition, the College Board of Trustees has always had Sisters on the Board and there are other Sisters on the board. And I think our role obviously, is you know, in a sense to be a voice in steward of the mission, but we participate- the members of the Board of Trustees are very, very committed to the College. And they come with financial, and legal and you know, business, and all different aspects of the liberal arts.

So I think my role, right now is to be part of that Board. It’s also to participate in activities here at the College, when we can. We’ve served on search committees, for some of the new- is it- our new President, especially, the new director of development.

So, I see myself as an influence that the mission of the College will always be reflected in decisions that are made. And I, thank heavens I’m not doing that alone, I’m doing that with a very strong, committed board.

DP: It seems that you have probably, many good memories here at St. Joseph’s, but if you had to pick one, what would be your favorite?

HK: I have to say, my first memory goes back to being a student. And I have to- I lived here. I mean, we didn’t- we don’t have dormitories and we didn’t have the option even, for the dorm program that exist here.
But I would be here by eight o’clock in the morning and I would often not go home until nine o’clock at night. And I think, my memories, were just all the activities, the gatherings, and it was faculty and students together.

So those memories continued as being part of Dillon Center, but also being on faculty. I think it was, it’s the interest that people have in you. So as a student, I was encouraged, I was- you might find that hard to- I was very quiet. I mean I probably hardly ever asked a question in class until I was about a junior or a senior [laughter].

But I was encouraged to be myself, you know, and I think that memory of those- that interest, in me- personally, as a student, as a faculty member, as a director of Dillon. We were one division of the College. The College took great interest, you know, when we started a new program, I had to put it out there, and I would say well, ‘do you think we should do this’ you know. And it always had that encouragement.

DP: Did you participate in any interesting activities or clubs that we don’t have on the campus today?

HK: I was President of the Child Study Club [laughter].

DP: We actually just started that up again.

HK: Did you? And I thought I had heard that. And again, those were the kinds of things that you know, there were people in the same major as you were, but we did a lot of service activities through that club.

And we had a Mission Club. That’s an interesting title in a way, but that again, was geared to service. We did not- we did not have the athletic opportunities. There was a girls basketball team.

I grew up in Belle Harbor at the beach, so my big thing was swimming. That was not an option at that point [laughter], so I participated in those ways. And we did have student government, so the heads of clubs were part of the student government structure. So all of those experiences, I think, were pretty positive.

DP: That’s wonderful.

MG: So, during your working in the Dillon Center, how do you feel to be one of the instrumental person in the formation of the Dillon Center early integration program in 1981?

[23:50]

HK: I’m very proud of that. But I think it’s- it actually happened through some of the same things I’m saying over and over again. Through the relationships and the collaboration.
When I was director of the Dillon Center, there were other preschool programs, downtown Brooklyn, and we went to a meeting with the City of New York and I met these other directors and they said simply, “Would you like to go to lunch?”, so we did.

There were about twelve of these school directors and we had lunch together and we said, you know “This is good”, because we can talk to one another, we can- and it was through that conversation that we realized that there were children in school. And in those years, special education was a very isolated field. Many children who had special needs were kind of treated- you know, ‘we’ll help you take care of this but you know, everybody else is going to be in school together’. That always bothered me.

So having the early intervention program really meant that we would be including children, with typically developing children. And that they would have those wonderful, positive experiences, and it was really through conversations with other directors, that we were able to do this.

And again, it comes down to being- I guess the importance of the individual is really what matters. So you meet- you meet the needs. And that’s core for the child study department, you know, it’s not doing the latest techniques or you know, teaching the latest fads, in a way. But, what does that individual child need?

So that’s why I feel pretty proud of that program, and we had wonderful teachers, we had wonderful therapists who worked with us. The parents were extremely involved, which is really important because, you know when you’re struggling with someone who has some special needs, it can be- it can be very tough. You know, very challenging for a parent.

SK: What made you interested in child education?

HK: Well, my aunt was a teacher. And she lived with us, [laughter] so I grew up pretending I was teaching classes. I can still remember that, you know, I was- on the weekend, she would be preparing her lessons or getting ready for the week. And I would- I would ask her to- she had a plan- I can still remember this- had a plan book, it was called. Where you would write your plan. And it looked like a- you know a- and I got myself a notebook and I would- writing a plan.

And I grew up in a small neighborhood- and you know we played school, you know there was a just a part of that, that just seemed very natural. And, actually I chose St. Joseph’s College because of their strong teacher preparation program. And the combination that it wasn’t just educational techniques, but it was child development. Knowing the child first, so that had great appeal for me. I had gone to other colleges, that will remain unnamed [laughter].

And they had good programs, but this was unique, you know the child development courses, were very special.

DP: I think in the same way today, as well, many students attend here because of the great child study program. Plenty of my friends are becoming teachers and when- my sister came here- and when she went, well she graduated, and said that she was from St. Joseph’s, they hired her right away, because of her strong background- the education here for child study is amazing.
HK: It’s true, and I think it’s nice that reputation continues and many of my classmates who were child study majors, went on into teaching and many then, branched out into different fields. Into you know, speech pathology, into occupational therapy, you know as they began to see their interest and what their skills would be, they would, you know take their graduate work and work- we have children’s authors in my class. We have, you know, a number of things that- that foundation really, gave them an opportunity to, you know branch out into other areas as well. Some are pretty good parents, too [laughter].

MG: So I know that, also you studied Biology.

HK: I did.

MG: So how do you connect science with children?

HK: Well, as I said, I grew up at the beach and my older brother was a biology teacher. So I- when he was in college and I was in highschool, I would go on some of his field trips, you know with Botany and everything else. So I think there was this natural interest in science.

At that time when I was at St. Joseph’s, the Department of Education known as the Board of Education then, were encouraging teachers to be prepared as, like, special teachers. So that you would know- bio-you know many of you in child study, take an area of concentration.

That grew out of this trend to be somewhat of a specialist in a field. So that was a natural kind of combination for me, to kind of go on in science, and actually as a teacher of children, I used to love to do science type activities with them. Because children have such a sense of wonder. I mean they can look at a bug for a half an hour [laughter].

And you know, how to nurture things, and how to watch things grow, you know, there’s a wonderful rhythm in trying to teach children about growing and living things. And it really does give them a sense of respect, and a sense of care, and nurturing. Which is really needed in our world [laughter].

MG: And I was- I am part of the science club, and each semester we do like small experiments, in the Dillon Center.

HK: Oh, do you?

MG: Yeah, so it helps connect children with science and they can learn a little bit more about, small experiments for them. It’s a very great opportunity.

HK: And they’re very clever. I mean they- very insightful. And some of their comments are usually, quite funny about things. Because they have to- everything has to be simplified. But that’s a wonderful thing for your group to do. I think the science majors would do things like that, even when I was at Dillon. So, and the children loved it.
MG: So what advice, can you give for child study majors or other graduates of the College?

HK: Well, child study, or any other major- I think be confident in yourself. Believe in yourself. Because no matter who you are, what your interests are, what your skills are- they’re valuable, and they’re worthwhile.

And not only that, but I think to realize that again, if you can connect with other people. Other professionals, people in the community. You will find, almost what I was saying about the College, expanding or changing. People will give you ideas that seem to resonate with what you know of yourself- and you can pursue. Doesn’t mean another degree, doesn’t mean anything, except that it may give you a path to follow, because you want to do something that’s worthwhile for yourself, but not only yourself.

I think our society has a lot of messages about it- it’s all about me. That will never satisfy you for the rest of your life. But if you know you can do something for others, that will encourage others, you know to be confident and develop their gifts. That’s something that will pay back in for you, and your entire life. So I think it’s always that idea. I guess it’s going back to our Congregation’s idea of love of God and neighbor, without distinction. So it’s- and you have to love yourself first.

And I do worry about that, because there’s so many images in our society that give us an idea that, this is what you’re supposed to be like. There is no blueprint to follow.

MG: So what do you think is important that students like us and students from St. Joseph’s need to know more about the history of our College?

HK: Well, I think it goes back to, again, some of the traditional phrases in our Congregation and in our College. It’s like, doing what needs to be done for the sake of the neighbor, or the other person, or for society. So I think that’s the core value of being at St. Joseph’s, that you really keep searching out that path.

DP: Anyone has other questions? I guess we can conclude it? Anyone has any other questions, you’d like to ask?

HK: Feel free [laughter].

DP: Phil, I can tell you’re thinking over there. [laughter]

SK: I actually have a question about how the scholarship program came to be about, and how it evolved, if at all?

HK: Well, I mean, I think again, you know St. Joseph’s has always been known to be- and it really is part of its mission to provide an excellent education and affordable. And as you all know, that’s very difficult, amd you can compare tuitions in other places. I think from the very beginning, and I think that was true in the schools that the Sisters sponsored as high schools.
If somebody needed to come, they would do anything and everything [laughter], to enable that student to come. They would even get people to contribute to help support a student. And you know, a hundred years ago, life was much less expensive than it is now. So that’s been part of the College’s tradition, they’ve always had scholarships.

When the Sisters taught here, the Sisters did not earn a salary. They received a stipend which was a sum of money that was not at all anywhere near, what the- you know Professors would make.

Now remember, many lay faculty also worked. They could’ve made money in other institutions. They made a sacrifice because salaries were not, perhaps as high as they’d be in other places. But Sisters did not even take that regular salary. And what the College did, was the difference between what we received, what they named a stipend, and what we would have earned, were we a faculty member. And they put that into a scholarship fund from the very beginning. So that the was very, earliest you know, start of scholarship. And then many alum, you know the alum of this College are very strong and very faithful.

So remember that as you get ready for graduation, you need to come back. But many alum, have sponsored students or contributed to a scholarship fund. And the reason is, they love the College. And they want that opportunity for other students.

So there are- if you look at some of the scholarships, they have names, where they’re from a foundation. Some families have given money from inheritance. You know, it’s named for that family. But it’s all because graduates had an influence, not everybody- not every scholarship is through the alum. But the group that has respected the work of a student, you know they, as you were saying- students coming from St. Joseph’s are hired immediately as teachers. Well other- they’ve done very, very well in all different fields- medical fields, business, science, all of the law- all of those fields. And sometimes people realize, that person made a difference because of the education they had and they’ll contribute back. So that fund has grown I mean, exponentially I guess over the years.

SK: Thank you.

DP: OK. So I guess this will conclude our interview.

HK: Well, I want to thank all of you, too. I know this is a really busy time of the year for you, kind of a very busy time of the year. And to take this time and- you know, I just, I hope- and I have a sense if you’re committed to doing this, that your love for the College- it will remain with you for the rest of your life. Many other loves will come into your life, I hope, [laughter] but it is a very special place. And I thank you for being a part of this.

Interviewers: Thank you.

MM: Alright, thank you very much.

HK: You are very welcome. Now I’m going to tell you how I hate my pictures taken.
[37:18]
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.

Sister Helen Kearney CSJ
Interviewee/interviewer's signature

Date
4/25/18

Sister Helen Kearney CSJ
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.

Interviewee/Interviewer's signature

[Signature]

Date 4/25/19

Interviewee/Interviewer's name (please print clearly)

Philip L. Canova
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

Date

4/25/18

Interviewee/Interviewer's name (please print clearly)

Samantha Kupis
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  Danielle Pacione

Date  4/26/18

Interviewee/Interviewer's name (please print clearly)  Danielle Pacione
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]
Interviewee/Interviewer's signature

4/25/2018
Date

Maria Guanga
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.

P. Bollm
Interviewee/Interviewer's signature
04/25/18
Date
Rebecca Bollmann
Interviewee/Interviewer's name (please print clearly)