ADDENDUM TO HISTORY OF

SACRED HEART UNIVERSITY
The creation of a new institution of higher education is a momentous event with far reaching effects, educationally and socially, upon the area and people it serves. A carefully prepared chronological report of the history of Sacred Heart University from the idea stage through its actual inception as a going institution, and its history up to the present time has been prepared as the main historical document.

The experiences and activities of those who participated in making the idea of Sacred Heart University a viable institution of higher education constitute the stories behind the story. Their superhuman efforts and dedication, their willingness to give unselfishly of themselves and go to the added mile, give credence to the fact that people make institutions. Their devotion to making an idea a reality constitutes the warm and human side of the history of Sacred Heart University.

In order to record this human side of the history, interviews were held with the original administrators, apart from President Conley, original members of the faculty who were available and one of the first students and class officers.

The following key to the abbreviations used will serve to identify those who were interviewed and contributed the information which follows:

I - Interviewer - Dr. Herbert C. Clish

O'S - Dr. Maurice J. O'Sullivan
First Vice-President and Dean

C - Dean John Croffy

Ma - Richard Matzek, University Librarian

Mo - Professor Marcella Malloy

P - Professor Anthony Pinciaro

D - William Dean, President - First Graduating Class
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Dr. Maurice J. O'Sullivan - Vice President
Dr. O'Sullivan, I am reminded as we start our chat together of Dr. Rycenga and his study of Sacred Heart University, "Project Innovation". Certainly nobody has been closer to the warp and woof of this institution than you. I am sure that you have in that fine head of yours, a great deal of information that has never been recorded. On this occasion, it would be something worthwhile to record for posterity. Will you tell me something about getting the institution started and of the publicity utilized?

The primary publicity came in a series of news releases from the Chancery. The first one was an announcement by Bishop Curtis from Rome, in the form of a news release from the Chancery. It announced the appointment of a committee or Board of Incorporators which included in addition to the Bishop himself, Monsignor John F. McGough, Diocesan Superintendent of Schools; Monsignor James P. Devine; James R. Kerr, President of Avco Corporation; and Donald H. McGannon, President of Westinghouse Broadcasting Corporation. The committee was to consider the feasibility of a Diocesan College. Specific instructions were given the committee including the basic need for the proposed college, the possibility of utilizing the Notre Dame High School campus, the kind of school it should be, boarding or residential, as a vis a vis commuting, and the possibility of a lay faculty.

The sequence of dates starts with the beginning of Vatican II. The committee worked very industriously and diligently, and within a few weeks, came up with a report indicating determinations along the lines that had been requested that:

(1) There was a need for a Catholic College in the area to satisfy the needs of the high schools.

(2) That it be co-educational and commuter because at that time there were great concerns about the closing doors of colleges which you remember. I happened to come across a prediction chart which is very interesting. The experts indicated that in 1962, there would be an overall figure of 4.2 million youth wanting college admission. By 1973, our current period, that would have risen to 8.3 million and thus there seemed to be a special need. The other elements that are built into that, have to do with the tradition of Connecticut and New England of not really supplying Catholic education even on the elementary level. They had developed the public school system in which many of the staff and administrators were Catholic. As a result they saw no need from the point of view of their Yankee economy of building a new school system with the apologetic character that dominated the parochial schools. They had the best of two worlds. The public schools were largely Catholic in philosophy and leadership. Hence, there wasn't any great problem.
Prior to the arrival of Archbishop Shehan in Connecticut, who founded the Diocese of Bridgeport, there had not been a parish high school or a Catholic Secondary school other than the private academies, Fairfield Prep, Laurelton Hall, Sacred Heart Academy in Stamford and Sacred Heart in Greenwich. With the enormous success of those high schools, matters now reached a point where it was felt that a college education should be provided. This was the next logical step. There was a need for college facilities for both male and female. The commuter idea then became the means by which the middle class population would be able to send their children to college and have them stay at home to avoid the costly bills of room and board.

The lay faculty was largely then agreed upon because of the stretching that was being done, even at that time, of the available resources among the religious orders. While it was conceived and fairly reasonably assumed that the Diocese would be able to get priests or brothers or nuns as they needed them at that time, it would minimize the resources of another Catholic college somewhere else. The advisors thought that bringing lay people in, would provide a very good supply of faculty which would thus augment the faculties of higher education without having religious leaving any of the existing institutions or putting them under pressure. It is interesting to note that at that time, there were 24 Holy Cross Fathers involved with Notre Dame High School and an equivalent complement of nuns taking care of the girls, whereas now the Holy Cross Fathers are down to five or six. It is very interesting to speculate if that course of using the religious orders had been utilized what problems would have erupted.

The decisions were made quickly and the committee was now instructed to seek a president. The committee, you know, was Monsignor McGough, Monsignor Devine, Jim Kerr from Avco and Donald McGannon. They acted as the committee in establishing the desirability of the institution and were now about to select a president. They looked among the top educational personnel in the country and they had a wide range of candidates. They screened the candidates and reduced the list to approximately a half dozen. Following interview, that number was further reduced to three, and their final decision was Dr. Conley.

You came into the picture at about this same time?

Well, a little before that time. The Bishop had talked to me the preceding year about his intentions. He wanted to open a Diocesan College
on the style of Seton Hall. He wanted me to think about it and talk to
him and give him some advice on the subject. At that moment with the im-
pending problems of higher education, financial, population and all the
rest I did not sincerely believe that a diocese opening a college was in
the best interest of the diocese. It seemed to me that there were other
possibilities, but rather than come to him with a negative argument I
decided to play it cool and wait. I didn't press the point that it seemed
to us in Jersey that Bridgeport, Connecticut was a long distance away.

When Dr. Conley came to Bridgeport for an interview, he came to
New York and stayed in New York. As was his practice when he came to New
York, he usually called me and we got together for dinner and a little
social hour later in the evening and talked things over. This has been
the case ever since he had been at Seton Hall for ten years or more. We
would visit and take walks. We became good friends while we were at Seton
Hall during his term of office there. He called me saying that he was
his way up to be interviewed for the Bridgeport Diocesan Presidency and
asked what I knew about the Bishop and the Diocese. I said I knew the
Bishop very well and I had the utmost faith in him as a man of character.
"Well," he said, "I need to talk to you after the interview". So, he came
and was interviewed. This was the beginning of December.

I wrote to the Bishop in December at the end of the Vatican Council,
and said now that he had made a decision to open the college, I would be
glad to offer advice that might be helpful to him and his associates in get-
ting started. The arrangements were made by mail. He wrote back to me and
suggested several dates. I selected a date during the Christmas holidays,
when I could come up and have lunch and talk to him at that time. I am sure
that the thought occurred to him previously and when I spoke to him about the
college, he inquired about my interest in coming to Connecticut. I believed
that working for the college might ruin an association of a great number of
years because of my long developed independence as an administrator.
I was living happily in New Jersey and had no wish to move.

Between the time of making the date and my visit to Bridgeport,
Dr. Conley called. He had had his interview, found it very interesting and
he thought it had a good possibility of working. He asked me if I would
come with him to open the institution. Well, I told him that was highly
speculative in the beginning, you don't know what the situation is. I said
I am not really sure I want to move and let's wait and see.

Now, I came to lunch at the Chancery Office with the Bishop, Mon-
signor Devine Monsignor McGough and Monsignor Toomey, and we discussed the
possibilities and they explained the problems. We discussed the situation
extensively and tried to anticipate for them the breakeven point in the
funding, how long they would have to underwrite the operation and the estimated
costs. We had a very pleasant afternoon, and at the end of the meeting, the
Bishop looked around and said I want to tell you something. The committee
has decided on a President, and it is Bill Conley whom you know. Now I was in a very embarrassing situation because of the conversation with Bill which I considered confidential. I wasn't going to tell him anything about this and I still hadn't thought about the matter seriously so I went home. Shortly thereafter, I had a call from Bill and he indicated that he had been nominated for the presidency and wanted an assurance that I would come. I wasn't in any position to give assurance at this point. I was just not ready to say.

Dr. Conley came up to receive his charge and he gave the trustees somewhat of a shock when he said he would come if they could get me to come too. That was the condition. Well, a challenge of this sort was meat on the table for Monsignor Devine who was a vigorous, energetic dreamer and doer.

First I talked to Bill about it in the early part of the discussions as to the possibility of housing, the expenditures that would be incurred. Even with a very modest approach, it was difficult to see how we could carry the tariff. This was merely adding another burden on us and I didn't press the issue. I was dragging my feet because I wasn't ready to say yes.

One evening at Seton Hall in Newark, I was up in the office and the switchboard operator called from the first floor and said the Bishop is here to see you. So the Bishop and Monsignor Devine came upstairs. They had been visiting the radio station at Seton Hall because they were also planning to open a radio station in Bridgeport. Monsignor Devine said he wanted to talk to me so we went up to the library and into the library office which was kept as a conference room. I was seduced. He made light of all the argument I had. I had a lot at stake in New Jersey. He was a very forceful man.

I regret I never had the privilege of knowing him.

O'S

He was a very forceful man, as I said, and I said I would. Because I was interested in Catholic education I agreed to come for less money than I was earning then, because I felt that when the operation was moving, I would have adequate return for my services. I was not greatly concerned about that. It was not the practical man's way of doing things and it seemed like a great adventure.

Then Bill Conley and I came to Bridgeport in the month of January the day before the installation of Bishop Dougherty in Newark. There was a terrible snowstorm, one of the worst storms of the year, and we met with
the trustees. From that time on, the trustees were no longer actively involved in the day to day operation and simply turned the operation over to the administrators they had chosen. I then made plans with Monsignor Devine to get the institution rolling as fast as it could be done. I resigned my New Jersey position on March 15th, actually March 14th; I came here on the 15th to get the operation started. Prior to that, it was necessary that I come up in February for a legislative hearing. Because the original name of the institution was Sacred Heart College, there was a problem with the development of the college as explored with the State Department of Education. Dr. Mowatt Fraser and Dr. Sanders were the representatives of the State Department of Education. They had instituted a very rigid procedure because they had been having trouble with one particular institution that had been refused any kind of qualification and insisted on being eligible as a degree granting institution and had challenged them in the courts.

I remember that, the Commissioner told me about it.

That was a technical point and it meant that the college could not open that year. In the Spring the Bishop had made a commitment to open in September. After exploring all the possibilities, the only solution was to change the name from Sacred Heart College to Sacred Heart University, and get a charter from the State Legislature which would enable the institution to grant all degrees. The bill was sponsored by Representative James McLaughlin from the Bridgeport area and Senator Louis Padula from the Norwalk area. They held a legislative hearing. Monsignor Devine's influence which was tremendous, had Father James Fitzgerald, President of Fairfield University, First Selectman, John Sullivan of the town of Fairfield, and State Commissioner of Education Sanders, go to the Commission and testify that this was a good thing and this college was needed by the State. I am sure that there were doubts in the minds of at least two of those, Father Fitzgerald, getting a new competitor and Commissioner Sanders, not knowing what was on the fire. Their testimony was more of a tribute to Monsignor Devine's persuasiveness than it was on the state evaluation. So at that point, we now had a university.

There were several press releases, and on February 14th there was a press conference to introduce the new President and Vice-President and Academic Dean. The press conference was held in the classroom building in the center lounge. We were interviewed by the reporters and the radio station and the next day there was an extensive release relative to the identity of the new arrivals. Thereafter, one full page advertisement was put in the Bridgeport Sunday Post and the Catholic Transcript to announce that the college would open and general information about it.

On March 15th I was directed to a small office which is now the office of the Chaplain on the main floor opposite the auditorium. The desk
was occupied by Mrs. Cecelia Jones whose first statement to me was, "I can't take dictation". So I said that was not really critical at this moment and we would get along well. What I needed for the moment was someone to answer the telephone and take messages while we became organized.

There were no catalogues, no student applications, no faculty applications. There was nothing available at the moment for a college that was supposed to open in five and a half months. So we worked. It seemed everyone knew about the institution, so it was now necessary to transmit information to the source of student supply, to the high schools in the area. I was using a new attache case which had been given to me as a going away present in New Jersey, and while there was nothing in it, it was very impressive. I went around from high school to high school, introduced myself to the principals and the guidance officers and explained the situation. Soon afterwards, I had applications and catalogs and left with them a simple catalogue with no listed faculty, merely a list of courses, and encouraged their support.

Mighty oaks from little acorns grow!

So the nature of the operation was obviously faith. The people who would come would believe the Bishop wanted to do good for them, believed in the integrity of the administrators that were going to lead the school and trusted that they would be given an education. I spent each morning on the road out visiting schools, being available to talk to the candidates from the high schools, both the parochial and public high schools. Then in the afternoon I came back and discussed the possibility of their becoming part of the first class.

I was making five round trips weekly to New Jersey because I could not walk away from Seton Hall in the middle of the semester. I actually remained on my Seton Hall post to the end of summer school. So I would either sleep at home and leave very early in the morning or I would leave Newark at night and stay in a motel. I tried all the neighboring motels and became quite an expert on the kind of service that they provided. So I got my geography lessons from the Sleeping Giant Motel in Hamden down to the Greenwich line. You have to realize that at this time there were 1,000 boys in Notre Dame Boys' High School and a 1,000 girls in Notre Dame Girls High School, so there was a very large source in just this one school alone. The attitude of the two principals was neither friendly nor encouraging. They obviously had affinities to other Catholic colleges in New England. The Holy Cross Fathers had their own institution, Stonehill, and for the nuns, Emmanuel, so that they did not make a major effort to send students to Sacred Heart.

At any rate, progressively, we had our students come. The first young lady to give her fifty dollar deposit was a high water mark. Her
mother was a graduate of Manhattanville College and it was a matter of
chagrin to her that her daughter did not choose Manhattanville. She was
the first full fledged student of the university with money paid.

I interviewed more than 500 students and had the raw courage to
reject students that were obviously not suited to our concept of the aca-
demic world. But eventually we opened the doors in September with 173
students, 125 males and 48 co-eds. That in itself was a surprise because
I myself anticipated that we would have more girls. That original formula
of male predominance has held up consistently from the first day of our
existence, which is surprising. While these ratios have held up consist­
tently, if one had made a study as to the reason he would not have come up
with the answer. I told them that there would be many more girls. One of
the elements, another New England flaw, some parents did not believe in
spending money on the education of girls. If they had limited money, they
spent it for the boys: "The girls could go to the state colleges and get an
education that was alright but also free. These are the thinking processes
that you learn about.

At that time Fairfield University had an annual tuition of $800,
which I paid for my older son. The University of Bridgeport had a rate of
$750 for the year. To become competitive we had to start out where the
lower one was, so we set our tuition at $750, with a ten dollar application
fee, and that was it.

I see, Fairfield University was $800, and UB was $750.

It is interesting that six years later, Fairfield University was
up to $1750, UB was up to $1500 and both are now over $2,000. We are up
to $1650.

So we still kept our competitive position.

One of the key problems in our early days was adequate secretarial
staff. It has to be realized a great deal of the work of the university
concerns itself with records and correspondence. While Mrs. Jones did stay
on for a bit, she wanted to be released because she felt it was beyond her
skill level. So I searched out candidates. This by the way, was a very
difficult time for getting skilled help. The market was very tight. I had
several applicants and I began to make a judgment of several applicants
that seemed to be relatively equal. One of them was a somewhat masculine,
fortyish, female with wiry, white hair and a military stride, who had had
experience at Columbia University. She did not add anything aesthetic to
the office. At the moment, I was interested in efficiency and production.
In a short time I found out that she had a domination complex. She wanted
to make the decisions. She wanted to be the Director of Admissions. We had
several absences during which her landlady reported her seriously ill and at the last one she made the mistake of augmenting the call, seeing if it had been made. As a result of the conversation, I did not feel that she would be able to put in her time and do her work. I did not want to be uncharitable so I talked the matter over with her. Within the next week, something touched off a situation, I am still unaware of what it was. She walked in while I was interviewing a candidate, threw her keys on the desk and walked out.

I next interviewed a young lady who had been accepted as a student, very attractive, who had quit her job at Avco as a secretary to go to college. She had this ambition and had been taking special courses, since she had not taken an academic program in high school. So we worked out a plan by which she could take some additional work during the summer at the University of Bridgeport and be accepted provisionally.

In the meantime, she would act as a secretary. She performed these services excellently. At the end of that time, the school year approached. My secretary from Seton Hall had come up to look over Bridgeport insisting that I accept her in my office. I was very much concerned about her. She was a charming young negro lady. This constituted a tremendous problem for housing. It was difficult to find a place to live to match the Montclair home she was coming from. Eventually she found an apartment. She became the mainstay of the staff. She had tremendous ability, willingness to work and organizational talent that enabled the school to run smoothly in the office area.

What was her name?

Rosemarie Barrett. We also acquired a general clerk, Mrs. Arlyne Bradley. As the money began to flow in a part-time bookkeeper, Mrs. Florence Wittstock, was employed and this was the staff. The financing of the operation was quite interesting. When I first arrived, I went to the Chancery and was handed a check for $20,000. It was my job to set up the accounts, the checking account, set up all the entries, control the expenditures and keep the institution solid. When the money ran out, I had to go back to the Chancery and ask for more money to keep it going. With Mrs. Wittstock's help, which was valuable, we were able to receive the approval of the auditors at the end of our first year of operation, even though it was not in the black.

From the initial announcement of the school, there were many volunteers for the faculty from all over America. Gradually, we began to see what our need would be and so the faculty was assembled in a rather irregular way. There were two members of the English Department. One of them was William Kilbourne, who had finished his doctoral work at the University of Wisconsin and was writing his thesis. A young lady, Maureen Lynch, who had received a
master's degree from Marquette University, came from a small college in Pennsylvania. She had taught at Laurelton Hall in the 1962-63 year so I discussed her application with the principal of Laurelton Hall, and the principal felt she was much more geared for college teaching and that it would be good for her. I am not quite sure she was geared to our kind of a college. A situation developed because she was a devoted disciple of F. Scott Fitzgerald. She worked hard. She was very diligent in performing her duty to excess. Her understanding of the academic field concept hadn't any particular relationship to a first year institution.

The Mathematics Department was served by John Croffy, whom I had invited to come from New Jersey from Seton Hall to teach mathematics and to gradually take over the role of Director of Admissions. The other Math teacher was Lawrence Skane, who had just completed his Master's degree at Purdue University.

The Language operation required people with first rate talents because we had to cover several levels. A long time friend of the president, Mrs. Marcella Malloy, was in the process of moving to Stamford because her husband had been transferred by his company. She was experienced and qualified and became the Spanish representative.

Among the most interesting personalities was the other end of the language department Reverend Neville-Henry Brazier-Creagh. Father Brazier, as he became known, had to be considered outstanding since he was 6 feet, 10 inches tall, and with enormous shoes. He had had an incredible experience, having been born in Ireland, the son of an English military officer assigned there, and had originally been affiliated with the Church of Ireland. Having then become a convert to Catholicism, having studied for the priesthood, having been ordained in France, having been a member of the Worker's Movement in France where the priests went into the factories and worked for their living, he was proficient in English, French, Spanish and German, as well as Latin and Greek. There seemed to be little need for the last two points because one of the original stipulations with the trustees was that we would not teach classical languages. So we have English, Mathematics and Languages. The history applicant that had been chosen was Alan Reinerman, who had just completed his doctorate, and just spent a year as a Fulbright scholar. He returned to us with that experience and proved to be a stimulating historian who was able to handle all of the students in the original class and encouraged many of them to seek history majors. He also happened to be a bachelor with a liking for the young lady students in a wholesome way, but there were many broken hearts during the course of his association.

Father John Polinsky was assigned by the Diocese to be our instructor of Religion. It was a temporary assignment. He had been a delayed vocation with a physical handicap. He had had polio and was unable to genuflect when he celebrated Mass. He made an Oriental bow to substitute for a genuflection.
In the Science Department was one of our real jewels. His name was Anthony Pinciaro, who had graduated from Fairfield University, received a Master's degree in chemistry from Boston College and taught at Newton College of the Sacred Heart and held the rank of assistant professor there. After industrial experience he decided he wanted to return to the academic life.

The last time we were talking about the first faculty and we agreed that this next time we would get into the matter of salary range and salaries during the initial years of the institution.

Well, in 1963 recognizing the patterns of salaries, we were interested in doing well but obviously we were not in the competitive market with Yale yet. I got information from the University of Bridgeport in terms of salary ranges and the rest. So we put a floor for the people without experience such as Larry Skane, at $5500. Then there were two or three who had the Master's degree and some experience, and they ran in the $6,000 class. Reinerman, who had completed his doctorate and was returning from a Fulbright, was in the $7,000 class. The most expensive member of the original faculty was Anthony Pinciaro, who had taught at the rank of assistant professor at Newton College of the Sacred Heart. He was engaged in industry, the Bridgeport Brass Company, and was acquiring an ulcer because of industrial pressures. Tony was making about $10,000 at that time. His desire to return to teaching, however, during our interviews encouraged him to make a reasonably low request. He was willing to come for $7,000 but he was a man with a family so I told him to go home and work out a budget with his wife so that he wouldn't have to take a vow of poverty with us. He went home and figured out that he would need something around $8,000 so I started him out with $8,400, as being a fair wage, under the assumption that he would be able to teach in summer school, although we would not have an evening school the first year. This would bring him close to where he was. The librarian and the assistant librarian were the other staff members.

Now the getting ready or the preparation for the setup of the operation. We were alloted five rooms and a section of the lounge downstairs. A section of the lower area to be used as a student lounge.

That is the area at the foot of these stairs?

Right now it is used by student government. The dividers were not there at that time. Notre Dame had a music class down there and the rest of it was open and you were able to use only the outside but not the game room. That wasn't finished until another year.

A room on the first floor was made into a general office with a private section for me. The outer office, the rest of the admissions and the
dean's staff occupied the place. It included the Director of Admissions. There were five classrooms on the second floor that were assigned to us. We made one into faculty offices and set each faculty member up with a desk and bookcase and a place to meet with students and to do some constructive work. And this arrangement, in spite of lack of dividers, worked well as a counseling center. The other four rooms were converted into classrooms and we bought new furniture to give a psychological lift for the students, so they would not be the same chairs used in the high school. They had been used to the large chairs with the bookrack underneath.

When we occupied the new offices, the president was then able to join us on the campus. Previously, he had come during the summer but since the only available space to us was the office I was using, he was unable to come on to campus unless I was out. He now acquired the present chaplain's office.

For cafeteria service, we worked out a schedule which kept the students in class during the basic lunch periods of the high school. The two thousand campus companions were fed in four, twenty-two minute shifts and we were then able to have the use of the cafeteria for a period before and after that, and one table during those periods.

The student lounge area was the room in the lower level, about I would say 30 feet by 40 feet, and it was fitted up with some elements which were conducive to the campus spirit.

On the day before we opened, my daughter came up from New Jersey with my prospective son-in-law, and with my wife, we came over and did the cleaning of the offices. We did not have a maintenance staff to get everything shipshape so that the activities could begin.

On Wednesday, September 11th, the 125 males and 48 female students began their orientation program. Dr. Conley and I spoke to them and introduced the members of their faculty. I recall the traditional warning of those days was to say, "Look to your left and to your right, four years from now only one of you will be here to get your degree". It is an interesting prophesy because of the 173, 68 of the original class finished the course in the specified four years. Others have since acquired the degree.

On Thursday at 9:00 A.M., we had the Mass of the Holy Ghost celebrated by Bishop Curtis. That evening, the parents of the students came to the orientation program and a reception was held for them and for the Bishop. On Monday, September 16th, the classes began.
The original curriculum was set up with a basic program in English, History, Mathematics, Science, a Language and Religious Studies.

I

No Philosophy the first year?

O'S

No, the load was seventeen credits, two being allotted to Theology, and three to each of the other courses.

I

In other words, the student carried a five course load plus two in Theology.

O'S

This was to be the basic program for freshmen and sophomores. Because I had concern about the natural talents of some of those whom we had accepted, a sizable number of students had five hours a week in Math, or five hours a week in English and a few had five hours of both. Special remedial help was provided to anyone in these groups or to any other student that seemed to be faltering.

I

That apparently is something that we are not as alert to doing today. It is something that I think is absolutely necessary.

O'S

We knew what we had and we wanted to educate them, not destroy them. A weekly convocation provided opportunities for inspiration or encouragement and for supplementary educational experiences. We had some excellent people of renown brought to campus.

I

It was a program of enrichment, wasn't it?

O'S

A special effort was made by the librarian and the assistant librarian, Dick Matzek, to provide library skills which would help.

The social life of the institution was considered to be important and on Saturday night of the first week, September 21, the first social event was conducted under the title of "Autumn Leaves". An orchestra composed of students played and a new male vocal group which had achieved success as "The Cobblers", entertained. On Monday, September 23, the intramural football season began.

I

You served as athletic director didn't you?

O'S

The season began and we had expanded our dimension of college life.

In October the political germs were manifesting themselves and the young Republicans preceded the young Democrats by four days.
The football intramurals were completed and the Halloween ball ended the month in style.

November being the time for elections, the Student Senate was organized. I had developed a four year plan by which all twelve freshmen, would be senators the first year. In the sophomore year there would be six freshmen and six sophomores. By the time we had four classes, we would have three, three, three and three. It was all set. The student candidates for office presented their platform at a convocation and started their political life. The election ended happily although the term "Woman's Lib" was not in existence. There were three co-eds on the first senate. This had been preceded by the co-eds setting up the first social organization. Soon thereafter, the first Spanish club was organized under Mrs. Malloy's direction.

In the setting up of the overall blueprints, there were agreements that were made. First of all, there would be no Latin and Greek. They were considered to be not required for our college of the present. Second, there would be no football. Third, there would be no Greek societies, like traditional sororities or fraternities. The Latin and Greek held firm for the first four years but then the decision to permit seminarians from the Diocese to attend Sacred Heart or Fairfield for their collegiate and philosophical studies, saw Latin appear.

The social groups accepted the convictions of the administration. The primary function of these groups should be service to the school and to the student and not a frivolous and self serving activity. To achieve this goal, the names were geared to this kind of concept.

The second element of football was a problem from the start because we had acquired a number of young men with high school athletic talent that had achieved success and they were interested in organizing football. The intramurals had served some purpose but they were still insisting they had to get into football. The members of the first class challenged Fairfield University to a football game. It was conducted at the Sacred Heart field. There was a rather intriguing style of uniforms but a surprising degree of success. By the end of the first half Sacred Heart led by 55-0. Fairfield considered that it was unnecessary to play the second half. So we retired from football competition with a perfect record. That's all that there was. We played our one varsity game. We organized a basketball team and in December, we played Norwalk Tech. We won the game 77 to 76, which meant our year of 1963 was marked by Sacred Heart University's team being undefeated in all major sports.

On Wednesday, November 20, we had an inspection by Mowatt Fraser from the State Department of Education to verify the quality of the fledgling institution.

The political fever had extended to the campus. In November an independent party was organized to include the diversity of interests not
satisfied by the Democrats or Republicans.

By request of the students, the library area was open at night for study purposes, a practice which has continued since. It was most appropriate for those who could not find a quiet place at home to study.

On Thursday, December 5, the Senate officers met Bishop Curtis at the airport to welcome him back from the Ecumenical Council and to indicate to him that all was alive and well at Sacred Heart.

A highlight of December was the appearance on the Merritt Parkway of a sign which indicated that Sacred Heart University was a co-resident with the University of Bridgeport. This brought a glow of pride to those who passed. There is an interesting point there. I wrote to the Parkway people to thank them. I had written to them to request the sign and spoke to them. I got a letter back saying that it was the first thank you letter they had received in the history of the Parkway for putting up a sign. It was a strange kind of thing.

The Christmas recess began on Monday, December 16, and lasted until January 2. Final examinations began on Monday, the twentieth of January and the first semester was history.

It must have been with a sigh of satisfaction.

Yes, because it was working. When you see it work, you see the acceptability of all the things that you were doing.

When did you decide to get the faculty involved with the Faculty Council?

I met with the faculty from the beginning. We had regular faculty meetings to discuss matters and we acted as a Committee of the Whole. The first two or three years were involved with the National Catholic Education Association and the Association for Higher Education.

The first Basketball coach, Edward Hall, was hired, part time. He was a junior high school teacher. He worked with us right from the beginning.

One of the great tragedies of the first term was President John Kennedy's death.
Yes, I recall that we were in the midst of meeting the Council of Deans at St. John's University when the word came that the President had been shot. Father Munday, who was our Academic Vice-President said, "There is only one thing that we can do for him and that is pray". So the entire Council of Deans recited the Rosary. Then word came that he had actually been assassinated. It was a terrible day!

Here is something I had forgotten about. The Student Senate objected to some of the things that students were doing, so they formed their own discipline committee. They objected to card playing in the student lounge, students without a tie, and coming to class without a tie.

It sounds like the good old days.

It was another world.

The diocesan priests were invited on February 11. This was the first anniversary of our debut when we had had our press conference. Letters were sent listing the Sacred Heart enrollees from their parishes.

They must have been impressed by having so many students from their respective parishes.

Well, they were favorably surprised, but there were still a great many hard core opponents.

Did they have resentment over the taking over of the facility?

One of the reasons was that Monsignor Devine was a hard task master. Many of them had nice quiet parishes. Many of them did not have schools. When Bishop Shehan came in and passed the word that he was interested in schools wherever possible, the Diocesan Development Fund was announced and a quota was set in every parish. If you didn't make the quota in your drive it was taken out of your treasury or you borrowed the money. This disrupted the quiet pace of life. They felt that we were in the large part responsible for bringing this to pass. The high school was built. They collected five and a half million dollars for it. They resented the fact that we were involved.

Sacred Heart as an institution had nothing to do with it.

Nothing. We merely inherited the plant and used it. For example, in my own parish, we never made our quota, so every year we had to borrow from the bank. When the parish councils started, one day when the parishioners
were upset, one of them said we should close down the university. It was costing too much money. Actually, those first six years, in that period when we started expanding the administration, we had made $900,000 profit. We bought the furniture. We bought the equipment in those first six years.

Here is the Dean's list and comments.

I recognize some of the names of the students that I grew to know very well. I recognize Maureen D'Ursi, Dave Ryer, who was with us later on with the faculty for a time, Lois D'Andrea, Bill Dean and Peter Schweickert. The Obelisk was really expanding.

I like this cartoon that is reprinted in the Town Crier in Westport. "Let's not play bridge this afternoon, let's write nasty letters to editors."

This is a copy of the first letter that we had duplicated. Here is something on housing.

In the light of the changes today, with the talk of beer permits and whatnot on campus, the content there is indeed interesting.

This is the letter that they got when they were accepted into the University.

This letter and series of bulletins gave them a feeling of being a part of something that was interesting and ongoing.

We started a practice which Dean Croffy kept going. Every person who wrote a letter of reference for a prospective student received an acknowledgement.

The seal was developed by an artist, an art teacher who worked for me in Jersey City. In the original, he put the seal around the Bishop's crest. Monsignor McGough was in on it. We had to have a Master Seal. I needed a seal so we could make the Master and make the prints. Frank Sullivan did it.

I would like to talk about the evening division - when it started, when the decisions were made as to the offerings, things of that sort before we get into those hectic years of the growth and expansion of Sacred Heart.

We ran the courses in the summer of 1964 but only for our own students. Our commitment to the brave souls who had committed themselves
to us on an act of faith was complete. So that if there was any possibili-
ity of providing instruction it would be for them. What we had then, would
be make-up courses. Our needs were simply to fill in courses for those
students who were advised to reduce their loads in the spring semester.
We had a group of these and there were other students who had run into var-
iou kinds of problems. The overall session was composed of the original
faculty and student body.

In the Fall of 1964, we believed the time had come for us to begin
evening classes. Here again, the primary focus was what was compatible with
our own curriculum. Since it was our hope that the adult students attracted
to the program would eventually be degree candidates, the courses were
pointed in that direction. The sequence of freshmen and sophomore courses
was basically maintained. We were beginning the sophomore year with our
student body with the courses, "Introduction to Political Science", and
"Introduction to Social Science".

We also embarked on a program of non-credit courses, offering six.
The most successful, surprisingly enough, was Introduction to Irish History
and Culture which was repeated in following years and also successfully ran
on our Stamford campus experiment.

For our first summer school we had three sessions, both day and
evening.

It must have started right after the academic year closed.

Yes, it started June 8. Session 1 was June 8 to June 26. Session
2, June 29 to July 17; Session 3, July 20 to August 7. Concentrated courses
was our method of operation.

For the Fall program - the mechanical operation was that we ran
the two credit courses for a hundred minutes on one evening and the three
credit courses for 75 minutes on each of two evenings.

While some people seem to think around here that it was innovative
when they started putting in these evening courses, such as a course in an
entire evening and so on, was really something they had probably already ex-
perienced here under your direction. It wasn't something that was brand new.

It was felt that it was good education to have it on one evening.
You know very well there are courses like accounting which you can't
saturate people with for 150 minutes. You have to give them time to get
some supplementary work done. In courses where there is extensive reading,
it is absurd to have a saturation of 150 minutes then a week's intermission
between sessions.
What your need then and what your philosophy was makes it appear that you wanted the form and the spirit, but you selected carefully the courses to be done in one evening. In order to have the form and spirit, because of the demands of certain subject areas, there had to be more distribution in the time.

And the objective of quality education. Fundamentally, there was a learning situation going on and interaction between faculty and students. We were dedicated to the fact that there would be quality education. In the early stage we were splitting classes where it would have been financially profitable to maintain a larger number of students but would not have been good for the student.

You wanted some mighty intellectual oaks someday.

We also started in September of 1964 a daytime program of continuing education for adults right from the very beginning. If my memory serves me correctly Mrs. Croffy enrolled that first year, and Mrs. Croffy graduated in about seven years of attendance. She was the first one to complete all the courses beginning in that modest way with the infant institution.

In that September, also, we introduced the Associate in Arts program because we had come to the conclusion that the educational objectives of the commuter college can be best served by offering two tracks and by not concentrating on the original idealistic lofty ambitions of the founding trustees who were looking for an elite college to develop. In the first years it seemed the kind of student applying needed in many cases a less rigorous academic program. In order to provide educational service to these people who would not meet our relatively high standards for baccalaureate degree application, we would be honest with them and with ourselves by offering them the opportunity to attain an Associate in Arts degree.

I seem to recall from some of my reading that the founding trustees went through the throes of deciding what kind of institution they would have. Some talked of the elitist as you say but they finally came to the conclusion, perhaps in keeping with the desire of Bishop Curtis to serve the children of these parents who couldn't afford to send them away from home for an education. He wanted the institution to serve all the young people in the area who wanted to come here and they moved away from the elitist idea. Even taking all those who came, you found that to give them the opportunity, that there were people who were going to have to take it in easier steps. Some might not go to a full baccalaureate. That led to our Associate in Arts and that gave people an opportunity to come in who couldn't apply for the straight AB program at that time.

The documents you are talking about represented discussions in the original meetings before the decision was made to settle on a commuter college. That time the talk was of being elitist and boarding. When the boarding characteristic was eliminated and the commuter decision was made, there still was a tendency to assume that a high caliber of student would be drawn to the school because of its innovative nature. For those of us who came from other geographical areas and who had been a little in awe of the intellectual reputation and educational reputation of Connecticut, when we met up with the hard facts of
life, there needed to be a complete revision in our thinking. Speaking to you as a native, you know what I mean when I speak of the Valley. As I went to high school after high school and met the people who were operating the schools and the faculty, I learned a little bit about them and found that there were sections of Connecticut, of our service area, where they were far from sophisticated, where the blue collar patterns of the family and the expectations of the family were far below Fairfield County, the communities of Fairfield or Westport. We had to gear ourselves to both groups. It was at this point we came to the decision that the purity of the baccalaureate could be retained by setting up separate standards of admission, by setting up basically different programs which, however, might be integrated in due course for those who found themselves during those two years of the Associate in Arts.

I suppose, too, that when you were doing this, besides helping the students who came here you raised their own sights as to their own personal expectations of themselves. You were also, indirectly at least, helping parents and friends of these parents of students, to raise their sights as to their expectations for their children.

That actually took place. Youngsters were able to take home the excitement of their experience and they became family experiences. This preceded the so-called alienation of youth and adult. We had a very obvious evidence of this parental union with the student. Of course our commuter status helped them to maintain this by sharing meals together and discussions that took place in the family. What always seemed to me the most remarkable success of the first year was that we were now in a small part of a large building with five rooms called our domain, sharing the center lounge, our library being in one part, and the high school library being in the other part, sharing on a very small scale the cafeteria, surrounded by a thousand young men and a thousand young women in a high school situation. Yet, the perception of those young men and women in the high school of what was happening to the new university, the first class, was such that they gave us the largest percent of our next class which grew from 173 to 600. We had expected initially to go to about 1200 in ten years. This was our planned pattern for growth. But here we were, and a very large part of it was word of mouth. It was shown here the word of mouth transmission of our own students who were under all the handicaps of pioneers in an educational experience could be the most effective recruiting.

An institution of this sort, Sacred Heart, was really a heaven sent gift. I suppose we could say really that Sacred Heart as an institution in its founding was a heaven sent gift for the students who came here and for their parents. I think most parents want their children to have a better opportunity than they had and they saw education as a way up and out. But they also saw in their experience, the boy whose parents had money, who could afford to do it, going to Yale, some to Wesleyan and Trinity, and some others to UConn, the girls to Albertus Magnus and elsewhere. But they didn't see that opportunity ahead for their youngsters, and in starting an institution of this sort, it really was a heaven sent gift because these parents could hope, they could aspire to have their children get the benefits that others were getting. It seems to me that they have come to see education as a way up and out to economic betterment for their children. Is that a fair appraisal?
But it also provided a solution for the young ladies of whom we spoke about before, whose parents did not look so favorably upon the expenditure of funds for a daughter's education. The obvious trend of the girls of the high schools going on to college at Sacred Heart became so prevalent that there seemed to be a swing into this by the parents who were previously reluctant, but now felt that the kind of education that they were going to get at Sacred Heart was worth making the effort. So there was a mind conditioning process that we were effecting and incidentally developing without planning to do so.

It is interesting.

For the Fall of 1965 we were talking about the program changes, the Associate in Arts, the opening of evening classes, the development of continuing education and so far as we were concerned, we were in business, although the size of the classes was not such as to make us feel it the answer to the financial problems that might develop as we went along. I had been hopeful that it would grow rapidly but there is a great deal of learning that takes place and one is, of course, that the backbone of the Seton Hall program, with which I was previously affiliated, consisted of young men and women who were employed and who were going to school nights, essentially because they did not have the opportunity to go to school on the regular college day level. However, the financial picture in Connecticut was such that a great percentage of students had gone on to college, number one, and number two, that the young married men who had been a great source for us at Seton Hall in this area, already had their basic degrees. The kind of employment that they were in required a college education. So, we lost that market. We had no graduate program so we tried with our continuing education program to offer attractions to them. But we could not look upon that for major income. In counterpart, the Bridgeport Engineering Institute and the University of Bridgeport, with its engineering program attracted the blue collar workers from the machine industry of the Bridgeport area. They had a very special relationship with them, with those industries. Because our institution offered essentially a liberal arts education we obviously did not appeal to the man who was in the shop, who wanted to make progress in that shop. He needed a different kind of education. When I say that, I am immediately conscious of the name of Vincent Busetti, who graduated last June, 1973 and who was a fellow parishioner of mine. One evening when I spoke to our Holy Name Society in my new parish, he came up to me to talk about school and it was the farthest thing from his mind. I talked to him and encouraged him. He came and he registered in that second year. It took him from the Spring of 1965 to the Spring of 1973, but he took all of his courses. He was an employee of one of the big industries, in its personnel department. He was president of the Evening School Student Government and every time I met him, he reminded me that if it wasn't for my talking to him and encouraging him, he would not have had the courage to undertake that kind of education in which he has been excellent and successful.

There are two or three more things that I would like to cover, cover them as you would like to and anything else you want. I would like you to tell me about those growth and expansion years. Then, I would like an appraisal of the
institution in the present and what you see in the future. Incidentally, this is off the top of my head. You spoke of having to split up those first evening classes. It would be interesting to make a comparison of the size of those classes and the classes today and what you see in the future.

O'S

Well, the summer school figures are just out and I am sure that they are available to you. There are two classes of 34, there are four classes of 28. Altogether, out of 160 classes in the whole session, 55 of them were below ten.

I

I would be interested in taking a look at those class sizes in relation to subject areas.

O'S

Our first year carried through with a starting enrollment of 173 and the faculty of 9. We began the second year with 623 students and a full time faculty of 32. This was a startling expansion and it was helped by the transfer of the high school girls to a new building; they had occupied a former hospital on Jewett Avenue. We now had an entire wing for our classes. The strain on the other facilities that the girls shared with the boys was also reduced and gave us fair access to the gymnasium, cafeteria and the library.

Our curriculum was modified somewhat by the acquisition of interesting faculty members. Among them would be the acquisition of Dr. William Lademan and we began the study of Philosophy one year before we had originally planned it. We began to realize as we began to assemble our faculty that the diversified geographical and academic backgrounds enabled us to bring to the students in the commuter college a diversity of experience from the people who were faculty members, from England, from Asia, from Italy, from Spain, from Yugoslavia, from American universities, from the East and the West coast, and from both North and South. We encouraged the faculty members to accentuate the variety of their experience as an attempt to broaden the horizons of these students. We really had a happy development.

At this time John Croffy took over as the Director of Admissions but continued to teach. Father McDermott appeared as a full time chaplain, the Religious Studies were taken over by professionally trained lay professors. An assignment of a versatile member of our staff, Richard Matzek, as Director of the Audio-Visual Center indicated that we were in the electronic age.

The evening school grew. We offered classes at Stamford Catholic High School but the response was not adequate to maintain more than one or two classes each semester. It became evident that our primary center of influence was the Bridgeport area. It is only through our students that we get the information out beyond this area.

The summer school of 1965 provided a larger program, a larger enrollment, and the settling in of the university to a year-round schedule.

In 1965 we almost doubled our enrollment with 1190 students registered and a full time faculty of 65.

We acquired a Dean of Men to also function as Assistant Dean, C. Raymond Hughes; a Dean of Women on a part time basis, Magdalene Tackowiak; a Business
Manager, John Welch; so that I was relieved of the bookkeeping responsibilities at a time of prosperity, and our first Athletic Director, coach and physical education instructor, J. Donald Feeley.

We were now concerned with teacher education to a large degree. Dr. Ella Clark joined us to work with the elementary candidates. We had agreed from the beginning that our Education program would involve a liberal arts major for all certificate candidates. This was now put into effect with promising results.

Of course you know in doing this Sacred Heart was really anticipating what the requirements were to become in other states for certification.

We were aware and concerned and felt that this was one place that we could proceed. Our conversations with the representatives of the State Department of Education had also made clear to us their unhappiness with the issuance of certificates to graduates of colleges and universities who ranked 492 in a class of 492. They seriously questioned if these were the best teachers that could be provided in American education. We, therefore, engaged in a rigid screening process and eliminated any person who was not suited to be a superior representative of Sacred Heart University. Although we used committees, the Vice-President and Dean served as the final arbiter in the selection decision.

One day in my meeting with the candidates for certificates there was a great protest about the exclusion of one young lady. This young woman had come to us as number one in her class from high school with an average of shall we say 97 in most subjects. It is obvious why I am using no names because the graduating class of the high school consisted of six. Her college boards were 370 or there about, as I recall. I immediately interpreted that there was an ethnic background that would limit her vocabulary as I had had experience in other cases. More interesting, an explanation was that the school she went to was a school of another ethnic background and between the ethnic relationships, she had been confused about the English language. It is like going from a Southern European language to a Middle European language, and being caught in the middle with her English. The primary problem was that her aspiration was for secondary teaching and her physical dimensions presented a height of about 4 feet 7 inches, and a weight of about 82 pounds, a generous figure. I can very well see some burly male senior holding her out the window of a second floor high school classroom as evidence of high spirits and good will. When our students went out for their original observations most students would understand. At the meeting that day, I explained frankly to them what my concerns were, why I felt that this was an improper objective for her. As to the protest that she might teach in private schools, there was no guarantee that she would teach in private schools; she was not being trained for private school but for public schools. The multiple sequel would be that

1) She would transfer to a major in Psychology and did very well in that major.
2) When the successful candidates went out for their observation periods during the year, we arranged half day schedules for them to go out into the schools, they understood completely the significance of what her lack of physical stature represented.

3) Finally after her graduation, she actually did go in and teach in a private school.

Here again, this in no way modified the fact that we were making decisions and were choosing the best possible candidates for the jobs brought before them. The student loyalty to her and then their acceptance, their admission of their error of enthusiasm and judgment, are all a development of the Education program. But we did rigidly screen and rigidly prepare. I recall Dr. Clark teaching blackboard handwriting as being a very necessary requirement for teaching skill, it should be legible. We asked her to transfer these skills to the secondary candidates as well. The two year course ended with a most interesting experience, Student Teaching. After they were placed and served their student teaching period they were most welcome additions to the school systems in which they had practice taught. They were the primary legion of leaders that made the way easy for all the teaching candidates that came after them because they had gone out and had done well. We had trained them and selected them so that they would do well. It was not sheen accident.

I am sure that you did because I recall that first follow-up study I made of graduates, all the graduates that had completed the Education program here at Sacred Heart. I think that there were only two or three at the most, where the principals and superintendents were not thoroughly satisfied. As a matter of fact they were all rated excellent or very good with those exceptions. Then I posed a question to these people asking what suggestions they would make to Sacred Heart University so that we might better prepare teachers for their schools. The answer I got was, "Just keep producing and sending out the same kind you have been sending." So the proof of the pudding is in the eating. The satisfied customers are the best advertisement.

As we came into our fourth year with a full cycle, the full time enrollment was 1738. The full time faculty was 103. We were now engaged in the full fledged preparation for the first Commencement, for the Yearbook and all that went with it. As we look back and take satisfaction in the development of adequate student activities, and the development of athletics, we see that they went along with our original plans.

In the beginning of September 1968, we had 1772 students and a full time faculty of 107.

The decline in enrollment affected Sacred Heart and other four year independent colleges followed. Do you feel the community colleges had some effect on it.

Yes. The community colleges did not exist when we began. They did not start until 1965 and the attitude of the guidance people in 1965 was that although Sacred Heart was a new institution, it was giving a quality education
that could not be expected from the community college. I do not believe that they were doing justice to the community colleges' possibilities at that time but were merely expressing their own reaction because by and large they, the guidance counselors, were products of liberal arts colleges. There are a tremendous number of them and they had a very serious question about the community college and the junior college, and its place in higher education as they understood it.

I think they were looking at the present and not the possible future.

O'S

As they saw it, it was not the kind of education that they would recommend. The principals of the Bridgeport schools were highly academic in their background and their staff members had similar backgrounds. They were not attuned to this wave of American education. They had no knowledge of how the California program had developed. As the community college came into its own, and as our tuition costs rose, it became a tremendously competitive element. They were affecting us not only from the Housatonic Community College but the Norwalk Community College, and the Waterbury complex, in particular. We had in our third year 158 students coming down from the Waterbury area. We were their primary school. We considered chartering buses to provide for them but the introduction of a technical school, a community college, a branch of the state college in an educational complex in Waterbury has destroyed our attractiveness in the numbers coming. The Housatonic Community College has had a large effect, too.

My last period of being dean, 1968-1969, I remember analyzing the figures and being appalled by the tremendous number of Notre Dame graduates that were going to Housatonic Community College. The Notre Dame graduates had been our strongest supporters. Here again, were admissions requirements and money. These are the two fundamental elements for getting the two years of education at a modest fee.

I don't see that Fairfield has suffered any corresponding major effect because Fairfield's academic reputation has been excellent for too many years. We were not in head to head competition. The number of students whom they chose, whose college boards were in the 600's and the high 500's, were largely the effect of their having a wide geographical distribution. In other words, they were choosing two or three students from Cleveland, and two or three students from Indiana and say fifty students from New Jersey. This is how they were assembling their student body. On this selective basis, you obviously do better. Now, however, we have had the experience in the latter days before they went co-ed, of their acceptance of students whose standards were not equivalent to those that I have just mentioned but who would be day students and came from this area. These students had not been encouraged to apply to Fairfield or whose application had not been responded to with enthusiasm or encouragement. Then they came and applied, paid an admission fee and a tuition deposit at Sacred Heart University. They were subsequently reconsidered by Fairfield to boost their enrollment. Their all male enrollment was not strong in this area. One of the interesting elements of this is that the students who had been on this campus for four years as Notre Dame students came to us but the students at Fairfield Prep had an exactly opposite attitude in that they did not want to spend four more years on the same campus. They wanted to go to another school and they were not replacing these students with
students from this geographical area. Then the girls were admitted to Fairfield. Here again, when a male school goes co-ed it has a much higher degree of selectivity. And, of course, again you have an enrollment explosion just as we had for those first four years because in that time there is accretion, students are coming in without any being graduated. So for four years after they accepted their first female freshmen there would not be female undergraduates graduating with the exception of those few who were accepted as transfer students. As a result, they do not have dormitory space to take care of more than a fraction of the applications that they get, so they are able to keep a very high standard and have not been in competition with us.

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They probably are attracting girls into a co-ed school that probably would have gone into, as I shall call them, the Ivy league Catholic girls colleges.

O'S

Although most of those have gone co-ed now, St. Joseph's is co-ed. Annhurst and Albertus Magnus have some male students on the campus. Many of the colleges that we know, including Manhattanville, have gone co-ed although in some cases tokenism, rather than full integration of the male and female.

I

During our last chat together, we finally brought our first class around to graduating and did point out the way the program had grown. Dr. Ella Clark had come into the Education Program. We did then at Sacred Heart, what they are talking about doing now in a number of other institutions, that is the Education students shall have a strong liberal arts background. Sacred Heart, requiring a liberal arts major on the part of every student who planned to get a teaching certificate, was ahead of its time.

I would like to ask you now, based upon your experience here at Sacred Heart and your previous experience in American higher education, looking at our local scene what you see to be our present problems at Sacred Heart. Then peering into the future a bit, what you see that we need to start doing now in the present, in order to have a stronger and brighter future for Sacred Heart, and improve services and programs for our students, for after all if we have no students the best program in the world is nothing.

O'S

The time you have just spoken of, the time of our first graduating class in 1967, it was my honest conviction that we were accepted on a level equal with Fairfield University and the University of Bridgeport. The caliber of our faculty, honest internal productivity and the reflections in the community of our graduates of the educational quality of SHU had given us a vista of achievements that was our long range objective. At this time, Housatonic Community College was in its second year, was still running as an evening part-time operation and was not looked upon as providing any kind of comparable education. Bridgeport Engineering Institute was just a little operation that took place part-time in public schools during available time.
I am also convinced that the idealistic quality formula that we had incorporated into the early years was a stimulant to the elevation of the University of Bridgeport's quality because when we first came in they had many, many problems, many in-house difficulties. They had just been turned down by the AACSB, the accrediting group for the Business program. Their School of Education graduate programs were in serious trouble and we represented a new competitive element. There was a devotion by their administration to improving the situation so that the overall quality of it became conspicuously better. Fairfield University became engaged in giving a good quality of education and had accumulated in its twenty-five years of existence a pattern of identity in the Jesuit community of colleges. Their primary recruitment field was out of this area, not the Connecticut student. They represented a much better kind of appeal to the people of New Jersey and New York.

At that point, it seemed to me that our success was an achievement because we had come a long way in a short time. We had manifested a vitality in faculty activities, including an excitement of give and take and the elements that a young faculty brings into the university, with the stability that an older faculty "can offer," to provide a fair balance. So that the two elements offered desirable poles from which to achieve a rationale. The increasing introduction of the faculty into the government of the university, to the development of statutes, to the Faculty Council, all these things were conducive to high hopes.

We then, however, came into the critical years of the Viet Nam War, into student activism, into faculty activism, into a determined attempt by a group of young inexperienced faculty to obtain control of the university in cooperation with the students, who did not realize that they were being used for the purposes of a power play. The product of this was a University Senate of administrators, faculty and students set up mathematically so that the faculty outnumbered the combination of the students and administration. The pattern of it was directed to offer a serious challenge to the administration following any long range plans without the full approval of the Senate, and apparently of the faculty.

We who have been engaged in education for a long time know that revolutionary enterprises of this sort do not have a staying power. The enthusiasts are in there for a short time and they are not willing to work for the long range goals. Once they achieved the Senate, it no longer becomes important that they participate with the same amount of effort in maintaining the Senate that they did in bringing it into being. Those are the aspects of human nature in which the excitement of the 1968-1969 period diverted a great many people from the primary educational objectives.

The introduction of the Black Studies issue, the introduction of Contemporary Problems, the concept of certain activism as a necessary part of the curriculum, and in some minds as being more important than the transmission of our cultural heritage or the development of rational powers based upon experience and understanding. These were extraordinary times. There was a tugging that took place that prevented the direct continuance of the good ship Sacred Heart University towards its distant horizons. It seems that
simultaneously the emergence of Housatonic Community College, its acquisition of a permanent home, rented but expensively furnished in the lower Bridgeport area, the development of a student body that was 90% white represented a direct challenge to a commuter college offering the same kind of program, when it was available to them at very little cost in the day time at Housatonic.

Pardon the interruption, we are talking about the impact of Housatonic Community College and its emergence into an identifiable and recognized competitor.

Now this became confirmed with the transfer of the cooperative activities of the tri-universities in which my presence, representing Sacred Heart; Dr. Barone, Fairfield; and Dr. See, University of Bridgeport. They had joined with me over several years trying to find ways that we could engage cooperatively in beneficial activities so that we would share classes. For example, our drama teacher got lost on her way from the West Coast and we were able to transfer her students to the University of Bridgeport. From the very beginning, when in 1965-1966, our first advanced accounting students had a class of five that needed one specialized phase of accounting for their degree, the class went to Fairfield. The following year we had more students so Fairfield gave us the faculty member who taught this specialty for them and he came and taught the course on our campus. We have engaged in a very heavily cooperative program in many different ways and later, because of the grant from the Rutkin Foundation to the University of Bridgeport, Dr. Littlefield thought he would spread it out to the other members of the educational community. So as a result of that, because the grant was aimed towards Urban Studies, at that point the Housatonic Community College became a full fledged partner of the three four-year universities and colleges. This was a substantial back step in our life as being one of the pre-eminent institutions, even though the others were offering graduate programs and we were not. But now we had brought the two year college into our life.

The steps that were taken to keep a distinctive identity in the next several years must be regarded as highly questionable. One was the large reduction of faculty. A second element would be the failure to maintain the agreed upon ratio of AB to AA students. In the beginning, when we first introduced the Associate in Arts degree, I had directed the Director of Admissions to maintain a 2-1 ratio, that is we would take in twice as many baccalaureate candidates as would associate candidates. Those associate candidates who would demonstrate their quality and subsequently evolve into the four year program would augment the class that we would have. But we were beginning to take more and more Associate in Arts candidates with limited qualifications and our reputation among the area schools was seriously questioned because we were competing directly on that basis with Housatonic Community College.

We did not strike out a path which for us would indicate that we were offering a quality four year institution which also provided for the needs of the community. Now our most recent step in diverting ourselves into vocational programs such as secretarial studies, has an immediate effect of limited value in terms of enrollment because first of all the students will be on the campus only two years; secondly, the physical equipment that has been provided is made for a capacity of 96 students in this rotation system; thirdly, the question of whether this group of Associate in Science people would attempt to matriculate into a four year program or would be vocationally minded with the idea that they would get employment. Since they are 100% female at this point and thereby acquire husbands and supporters, they may find it not necessary to continue their
education. We have had distinct experience with that in our affiliation with St. Vincent's students from the beginning - the beginning goes back to 1965 when we took over the teaching of their supportive academic program. Fairfield University had originally done this but it was turned over to us. We were very happy to cooperate but, our faculty members found to their surprise, the same course taught to the nurses and taught to our regular students simply had a shorter range of objectives and had to be more concrete in examples, where the four year baccalaureate student had the wide vision and open-ended imagination that was receptive to the kind of thinking that dominated our liberal arts exponents in the faculty. Now this same kind of thinking exists in any kind of vocational program, such as secretarial studies, which is not going to get the same kind of people. It seems that we have at this moment attempted to meet the challenge at Housatonic by duplicating what Housatonic is doing. Incidentally, one of the objectives of the baccalaureate programs was to eliminate duplication. Surprisingly enough Housatonic emulated the University of Bridgeport's School of Secretarial Studies. Then we came along and became the third leg of the program of doing the same thing.

I was it Fairfield or the University of Bridgeport that had the School of Secretarial Studies?

It is the University of Bridgeport. Fairfield University does not have vocational programs. This was one of the agreements that we had in the cooperative arrangements of the inter-university activities. I am seriously concerned now with the diminution of the pure baccalaureate candidate applications in freshmen who arrive and plan to spend four years, of the same quality that we were reaching for and achieving. I am not clear on how we are going to obtain this appeal. The distinctive elements of our identity are not so great at this moment. The religious studies and philosophy that characterize a liberal arts Catholic education have been reduced if not eliminated as requirements, not just by us but by Fairfield University as well, so the distinction that existed between Catholic Colleges and other institutions in curriculum no longer exists. The options that are possible to choose under our new elective program are such that one has a basic minimum in philosophy or theology, or as it must be called, religious studies.

When they were developing that program did it or did it not finally come out that they had to take six credits in that area, three of which had to be in each of the two?

These are the options. So it would be possible for them to take a single course; to take one course is like taking one olive for an antipasto.

It's like going to a cafeteria without getting anything that is nutritionally sound.

I do not know. I think we have mentioned before that the five year study
should give some direction to the University's place in the community but the perception of our institution has as many facets as there are people out there, as their knowledge of and relationship with us establishes. It is possibly intriguing that the non-Catholic business community leadership probably had the highest regard of all for us. It could be that members of our own clergy might have the least regard for us in some situations. In many cases it may be because we have not had close relationships with them, in some cases because they have been concerned about the developing liberal quality of Catholic education and the reduction of the philosophy and theology components. Other groups consider that our liberal changes are conducive to greater ecumenism.

We still hear what I had heard in the very beginning, the fact that people paid for this high school building and that they have still not completely accepted the fact that it was taken from their children and made into a university, even though at the present time with the elimination of Notre Dame Girls and the combination of the two schools in the Notre Dame Boys' building, the overflow occupies Sacred Heart University. It obviously would have been impossible for the 800 students, the combination of the boys and the girls, to maintain this building when they have found it impossible to maintain much more economical buildings. Since they're so far removed, they weren't here at a time when practically everything was much less expensive.

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To what do you attribute this? Is it a falling in interest in Catholic secondary education or the economic situation? What is it in your opinion?

0'S

It is a strange product of achievements of a goal by a bishop to provide a Catholic education for every Catholic child. It is a strange phenomenon. When Cardinal Shehan was in Bridgeport his aim was for a place for every Catholic child in a Catholic elementary school. Then Cardinal Shehan started towards the objective of a high school; Bishop Curtis achieved the goals of providing a place for every Catholic child. But when Notre Dame Boys and Girls were selecting their students there was a family loss of prestige if the children did not make the school through the competitive examinations. The families were most embarrassed and knocked on the pastor's door to use the usual political approaches to get their students into the Catholic high schools. It was difficult for those parents to have to explain to other Catholic parents that their students didn't make, didn't qualify for these Catholic high schools. Now, when you have a place for every student, parents have an unquestioned choice. They don't have to explain to anyone why they choose to send their children to public schools because they could have sent them to Catholic schools. The Diocese of Newark has never been able to meet the demand for parochial high schools. I would guess that each year 10,000 students graduate from the elementary schools in the Archdiocese of Newark, in addition to possibly 10,000 Catholics who graduate from public schools. Altogether, now I am estimating this, there may be from 2500 to 3000 places. So the competitive element still persists and they have no problem. They do have a problem in private schools. For example, a distinguished Benedictine school, St. Benedict's in Newark, has closed. It is opening in September as an inner city school on a different basis, but it was a private prep school with a fine athletic reputation. It was competitive with Seton Hall Prep and St. Peter's Prep and its legends for its athletic achievements are better known than its academic achievements. It was an
excellent school. But its geographic placement, it was in the middle of the Newark wreckage of the riots, right in the heart of that city surrounded by the rubble. Parents are reluctant to send their children from Plainfield and other suburban towns into the inner city.

There were enough places available here so there wasn't the drive one would get when more wanted in than there were places to accept them.

My sister lives in Jersey City and I remember the pressures on her children. There were the Saturday morning classes for the children who were preparing for examinations. The parents dutifully took their children to these courses. Certainly the kind of education that they had for the past eight years was adequate to prepare them for it, but now the motivation was there that they had to correct eight years of negligence by three months of diligent preparation.

One more thought that just came into my mind as I look back, in the years that I have worked in all levels of education, but particularly at Seton Hall, I always approved of young faculty members who gave more than I asked. In other words, it was possible at registration time to know the counselling would be saturated, the technical jobs would be done with a low budget, the faculty would come in and sort cards and perform other duties, all through the year. Any opportunity to be of service, above and beyond the contractual obligations of teaching, were welcomed as an opportunity to prove their position as one of the friends of Seton Hall.

When I came to Sacred Heart I assumed the situation would be the same. The first year with our faculty of nine, there were two English teachers. If we were going to have a paper I felt that one of the English teachers should accept the responsibility. So I suggested it to them and one accepted but without much enthusiasm. After a very few issues the teacher came to me and said it was his conviction that this was not the forte of an established scholar. And so it became necessary to take back upon myself for the rest of the year the direction of the paper and leave it in the hands of very good students.

Thereafter, at faculty meetings, I would invite all to take leadership responsibilities in anything that they were able, even technical responsibilities of an administrator. This would thereby eliminate added administrative costs and the funds saved would be used for the augmentation of faculty salaries. All we were interested in was having the work done. It didn't have to be done by someone with a label on him. We would give anyone an opportunity to demonstrate his talent in any area. Again and again, I was ignored if not rejected. So that these young enthusiastic individuals were interested in first, their subject field and in second, their thing, whatever their thing was, whether it was consonant with the needs of the university or not. So it became necessary then to develop a structure which did not depend upon the function - counselling, administration or the registration period itself. We attempted to do it in two or three days with department members being present during each period to answer questions students might have. They would be able to have their questions answered by a member of the department.

One of our former faculty members, who had gone to Housatonic, came in to see me the other day, Guiseppi Frieri.
I remember him well.

O'S If the required period for a faculty member to be present was three hours, Guiseppe would be there fifteen. He volunteered for the soccer club as assistant coach.

There were not as many people as I would have anticipated through all my other experiences and it appeared to be a phenomenon of the sixties, just as we have the phenomenon of the students' dress changing, students' directions changing, the faculty attitudes changed. These were energetic, enthusiastic members, with no problems with their productivity in the classrooms and reasonable cooperation with administrative requirements. Grades were always a problem getting in, it just did not seem that they believed that it was any function of their academic life to participate in these non-instructional activities.

I In other words, the academic climate in which they were then serving changed substantially from the academic climate of other faculty members of a few years before who felt that anything that contributed to the development of the institution and better served the students was part of the job of being a college teacher.

O'S Yes, I know that this was particularly true in Fairfield's case. Fairfield's vintage of post World War II, they were then approximately twenty odd years old. The college began in 1942 or 1944. I know that the early faculty members who are still there did this kind of thing and I know that the University of Bridgeport goes back originally to the Junior College of Connecticut in 1927. It then became the University of Bridgeport after World War II. I know, for example, that they were encouraged to solicit money and every faculty member looked up foundations to whom he might write. There was one faculty member who reached the Dana Foundation, that stimulated the original connection that brought Dana to give the University of Bridgeport millions of dollars. But it came from a faculty member who thought it was part of his responsibility but as you recognize it, it was another era.

I Is it fair to say that to a certain extent this is what had led to an increase in administrative costs in order to see to it that the needs of the institution were fulfilled or services to the individual students maintained.

O'S I think there has been an explosion of services which are not necessarily valid. In the beginning, the concept of student personnel services of our faculty operation was twelve hours of instruction and six hours of office availability for counselling and consultation. That, with the ratio of faculty and students that we had was adequate to provide for the general basic needs of the student. The extracurricular activities were run by the students. It wasn't necessary to provide professional staff to arrange their activities. They set up programs and they ran them. This is not unusual. For example, my older son in 1965, just before he left for the University of Manchester, was in complete
charge of the orientation program at Fairfield University. It was a student operation. They ran the whole project, every bit of it. It was not run by professional staff. The Dean of Students expected the students to carry the ball for these responsibilities.

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It was helping them in college to become increasingly independent.

O'S

This is the purpose of education. They mature, they develop the ability to run social affairs, make contracts, to know what it is to handle details, to make sure that everything is there. This is part of it.

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Even if they make mistakes they learn from the mistakes.

O'S

Mistakes are part of it, part of what you have to survive to learn. You have four years. The upperclassmen are providing help and guidance for those behind them. The student government is providing this kind of service in the same way. The newspaper staff, they come along successively working their way through to the upper positions in each of these areas. I do not believe that we need the quantity of staff that is stipulated by the professional organizations that deal with student personnel services. Now you and I remember our continuous conflict with the guidance people at the public schools where their formula was the ratio of one to one hundred. When you have full-time faculty available all day long to students, the function of the guidance person is sometimes questionable, particularly the way in which guidance personnel are sometimes chosen, a promotion out of the classroom for some of them who are unsuccessful in teaching. To say that you have to meet a formula of one guidance person for every hundred pupils in a school is preposterous. It would mean that a school of 1200 in addition to principal, vice principal, assistant principals, would have to have twelve full time designated guidance counselors to meet the need of those persons for four years. It would be a serious question.

The pressures would come from parents who couldn't solve their problems at home, to increase the guidance staff so that they could be solved in school. They would want to hire a number at a lower ratio for a matter which is outside of the educational realm entirely. This simply carries it up along the line. We are also aware that the more people that you have involved with something the less effort you are going to have. A few people feel that it is their complete responsibility to give of themselves completely. The more that come into the act the more they begin to measure their contribution and everyone else's contribution and their's is always too much.

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What do you see as to our needs for the future?

O'S

First would be the open honest discussion by all parties involved, with complete honesty. It should be the same thing with any intermediate plans and long range plans - everything on the table. There is a reluctance for people to criticize, even though criticism is the best purgative - honest criticism.
People can differ on a matter of principle without differing personally.

I think that this and some of the incidents that have occurred, for example, the discussion of the accreditation report and in some meetings in respect to the Five-Year Plan raises questions as to whether there can be this honest objectivity by all parties concerned.

Until you have that is it fair to say you can't talk correctly about a university community?

It would seem to me that you can't speak for the community, you can speak about it. The reality of such a community would be not real and essential because the integration of parts, interplay on talents. The full agreement, not necessarily unanimously, and the support of those who disagree, who have been outvoted on merit, on judgment, on what we hope to be true.

I certainly have learned a great deal that you were carrying in your head about this university of ours. To what extent, based on your experience here at Sacred Heart and your prior experience, do you feel that there should be a greater involvement on the part of the Board of Trustees?

There should be a greater involvement of the Board of Trustees. First, understanding the university, truly understanding, which means getting information which will make them certain of the decisions. It is rather hard to speak of the Board since I have only met with them once in ten years on a very superficial matter. In the early years of the university, when the university was thriving, prosperous, and financially successful, there appeared to me no reason to raise questions. When there were problems, I took the time to brief two of the trustees, for example on the events of the Spring of 1969, the sit-in, to give them the picture, but I am not sure that there was much interest. Their interests were obviously not my interests. This was not their primary element in life as it was mine.

You would say it is their responsibility to set policy which shall be carried out by their administrative staff if I understand you correctly, if I may interpret it, I don't mean to put words into your mouth. If there could be greater input from all facets of the university community into the information provided, would you feel that there could be wiser setting of policy to be carried out by the administrators and faculty?

I really have some questions about the present procedure, where they meet four times a year. What information is necessary in the intervening period? I agree that their procedure should be set policy, and have the policy carried out. They should evaluate the degree of success in carrying it out. But, there is always the problem, in any such society unit, of individual faculty.
members having access to individual trustees and the proportionate amounts of information or misinformation being provided. You and I have lived through this with Boards of Education where, for example, the principals' group or the supervisors' group, individual members of a school's faculty have access to individual board of education members. This does not give a complete picture of the situation. It is obviously not desirable to have someone on a lower echelon, who doesn't have a proper perspective of the situation interpreting the problem from his point of view to a member of a board of education or to a university trustee who does not have information which would neutralize distortions that he gets from his informant.

Our present university statutes do provide for faculty members who wish to speak at an open session before the regular meeting of the Board of Trustees. I wonder why there isn't further use made of that. Is it because faculty are reluctant?

Well, the good solid faculty members who should speak up there, as they speak up to you and to me are reluctant to be identified or labeled either cry-babies or hypercritics. They would prefer to proceed through professional channels. Many of them have been trained that way. Others, and particularly the type of person who is the spokesman, the self-ordained spokesman, without adequate facts do otherwise. We had an excellent example of this in possibly the 1979-71 school year. You may remember one of the first open meetings that the Board of Trustees held. At the moment there was discussion about salaries. A member of the History Department, Frank DeStefano, raised questions about the budget, he in particular raised questions about the athletic budget and the scholarships that were in that budget. He was joined by other members of the faculty who were interested in money. I do not fault them in being interested in that. The fact of the budget item was that the money for scholarships was mythical. In order to give a scholarship to an athlete or to anyone else there had to be an item put in the budget that this was an expenditure, where as a point of fact, there was no expenditure. It was absorbed in the classes the faculty taught and there was no exchange of money. In other words, if you budgeted for 1200 students and then there were 15 student athletes and ten academic scholarships or Fifteen, you then had the income of 1200 students and you had 1230 attending. But for bookkeeping for the business office they had to find a way of adding money for those people, so they put it in as an item on the budget, but it did not represent exchange of cash. We tried to explain this at a previous meeting and I thought the faculty members understood. Dean Bennett and I were there too, and I listened to them explain the mathematics and the bookkeeping. I thought the situation was resolved. But at this meeting the same cry came up. The Executive Committee afterwards abolished all athletic scholarships.

It seemed to me unnecessary for me to get up and explain to the Trustees the fallacy in the request of DeStefano and the others who were involved. I assumed that when they got into their deliberations if they did not understand that they would ask questions and it would be made clear to them. They met and cancelled all scholarships. The next morning when the president told me that all athletic scholarships had been abolished, I was close to shock and asked questions. I asked that no further publication of that decision be made,
although some already had. So it did not get to the newspapers which would be a very serious matter. In the morning one of the trustees had called and reconsidered his position on the matter and within a few days the decision was revoked. This is the kind of situation where a judgment was made by the trustees who were unfortunately not equipped with the information to make, what I would consider, the proper decision at the time. They had to go back to that because it was not going to affect the financial position of the school.

There were great discussions to the effect that we ought to give academic scholarships. I gave four theoretically the first year, academic scholarships - Cardinal Cushing scholarships. He came down and announced that he was going to give scholarships. He had a track record for doing this. He gave the scholarships but not the complementary money. So, we were committed to give these scholarships. Maureen Dursi, Billy Dean, Susan Plouffe, and John Kulakowski had the first Cardinal Cushing scholarships. There was nothing to balance the $750. It came out of our money; there was no income to balance it. We didn't solicit the funds. There always have been academic scholarships, another one of the myths. If you spend your time attempting to refute every error you really wouldn't have time for anything else. In addition, people get to think that you are a bit boring and sensitive by leaping to your feet everytime you hear one of these errors, the product of either ignorance or malice as the case may be.

I am most appreciative of all of this information. When we have it typed up and then edited, I would like you to have the opportunity to see what we recorded here together with most of the work of recording done by you because you had most of the information. I am very hopeful that as this is completed, this history of the university, under the direction of the Chancellor, Dr. Conley, and prepared for approval by the Board of Trustees that your active and intimate participation in the development of Sacred Heart University may be preserved for posterity and not just leave it in your head.

I am really not too sure that it may be better in one's head than somewhere else. We have talked of different eras from the time you first came and the first conversations and the rest of those things that I said about the first faculty. I am not sure that the history of Sacred Heart can be completely written other than in the hearts of the first graduating class, who went through it step by step. Not just those who were in those early classes. For example, one of them was still around the campus last year in the tenth year. He didn't get his degree until after about seven. It was never for lack of ability but for reasons of distraction and other interests, his wide angle camera, I suppose. He eventually got his degree. I would like to explore his mind and memory and the great many students whom we dismissed and who still have great affection for us. They consider that Sacred Heart is a great place. The most valuable players in the first basketball tournaments, each in turn was rejected academically, with great regret and sorrow, but no compromise for quality. The second one, who was a fine young man; he was then also enrolled at the University of New Haven which was absolutely illegal. I mentioned to President Conley that this was so, and he mentioned it with the usual needle to the president of the University of New Haven. They went through all their
records and terminated our terminee. These are the people who wear the History well.

They lived it, they loved it. It is going to be almost impossible even with all the writing I have done during my existence to record in language the feelings within the hearts of your students. We hope others will live and love it. But what I would hope would come from this effort of preparing a history is that some way or other it proves to be as worthwhile as I hope it to be, that it is available so that these former students can read it. They are going to give us materials that we need if we are going to write a truly human history of Sacred Heart University. Until we get the feelings that these students have, those who regretfully had to be dropped from the university, those who went on to other things, those who are out in the world of work, until we can get some of their feelings recorded and then amplified, until that time, we cannot have what I believe to be a human history of a great institution.

In the first yearbook there is a shadow of Kennedy both in artistic profile and in language and Winston Churchill because these are the deaths of great men in their time, Kennedy particularly. There seems to be an impact carried over. I think the emotional content felt in that first book revealed the depth of their feelings.

One of the students, who actually was the first student to pay her $50, decided in her junior year that she was going to be the editor of the Yearbook. So, she engaged in correspondence with publishing companies and proceeded to make plans for her Yearbook without discussing it with anyone. Finally I had to bring her back to reality, that it was the book of the senior class and not hers. She had to go to the class with the proposals, she couldn't sign any contracts. So obviously there was great frustration to her project. She carried it to the point that her picture is the only one not in the Yearbook. She would not sit for it. She felt that she had been robbed. But after graduation she brought me her picture so I could put it into my yearbook. So even though she didn't like the class, she still wanted me to know that there were no hard feelings.

Maurice, thank you very much, you have been just wonderfully generous. Your offer of making available materials, I will take you up on. It will be very helpful. Again, thank you very much.
As you know we're working upon a history of Sacred Heart University. It occurred to us that there are some of you here who are carrying information about the university, pretty precious and valuable information, in your heads. Everybody who was here from the very beginning has been so busy getting the university to work as they wanted it to work and to serve the students who were in the university, that there hasn't been time to reduce any of these things to writing. While we have formal, annual reports, they are at best, in many ways statistical, and what we want to get besides the important statistical information in the history as we prepare it, is the human side of Sacred Heart University.

Sacred Heart University started out as a great, great idea. I think it's a tremendous tribute to Bishop Curtis that it came into being. He and the trustees showed great foresight in the selection of their top administrators and they in turn, in selecting the people who worked with them in the organization and administration of the university. So, there is a great deal of humanity within this institution that we want to see become part of the history. I'd like to just start out asking you when you assumed the Registrar-Admissions duties and then go on and talk as you wish about it.

This is the way I'd like to tell you the story of my part in Sacred Heart University. I'd like to reaffirm your statement that you can get the statistics from the annual reports and they are going to go on for the future, but I'd like to tell you some of the things that are in my mind about Sacred Heart and some of my first impressions that I think will prove to be interesting. I don't give you this information with the expectation that you will necessarily feel obligated to include all of the items that I mention, but I think I'd like to give you some of the human side. Maybe, on some of the dates I might be off a few weeks or a few months.

I first learned about the possibility of a diocesan college in Connecticut when I was speaking with Dr. O'Sullivan while we were both at Seton Hall University. He told me probably in the winter of 1962, that he had been chatting with Bishop Curtis and that Bishop Curtis was entertaining the thought of beginning a new institution in the Bridgeport area. He talked about the thrill that could be possible for both of us should we ever become involved in such a project. There had been no job offered to Dr. O'Sullivan. He was making no job offer to me at the time. We were just two administrators at another institution thinking about how wonderful it would be to start an institution from scratch, hoping to eliminate all of the faults that we thought were in some of the institutions with which we had been associated. Well, indeed, I next learned about the selection of Dr. Conley as the first President of a college that was going to be known as Sacred Heart and, of course, this excited me. I then learned next that Dr. O'Sullivan was going to become the Vice-President and the first Academic Dean. I was equally excited. I admired and respected both men placing each of them among the finest educators I've ever known or worked with in all of my years of education. Actually, there was never any mention about the fact that I was going to join them for the opening.

All of a sudden it became apparent that Dr. O'Sullivan was not going to be able to function as the first Vice-President and the first Dean and the first
Admissions officer, even though he had admitted at that time close to 150 students for the first class, that he would need help in this particular area as far as registration was concerned. So, around August 1, 1963, he first mentioned the possibility of my joining them for a multiple-usage program. Actually, my title at that particular time was Director of Student Personnel. But both Dr. O'Sullivan and Dr. Conley wanted me to join them September 1, 1963 so that I could teach Mathematics to the freshmen and continue with the Admissions job for the first class and then to start the beginnings of the Registrar's Office. This is what I did. I came to Connecticut in August; stayed here while my family worked out the transition. They finally arrived in November. But I came and joined the staff in August 1963, and finished the last of the Admissions work for the first class where we ended up with 173 students and worked with Dr. O'Sullivan on the first schedules. Now, the allocation of faculty and schedules for the students were done by Dr. O'Sullivan as soon as I took over the Admissions work.

During the course of that first year I began the first Registrar's procedures as well as teaching fifteen hours of Math in the classroom. I was assigned three classes of Math 1, and on Monday, Wednesday, and Friday I taught the regular prescribed text for this course. On Tuesdays and Thursdays at the same time, I met with those same classes and taught them background mathematics from high school which I found them lacking. This is how we were able to assemble an academically risky group into the first class and give them service. It was in my mind that it was one thing to admit a student in a hazardous condition, but then we also had the moral commitment to try to remove as much of the hazard as possible. The way that we did that was to give those students that appeared to be most in need two extra Math periods of Mathematics each week, as well as two extra English classes. That doesn't mean that all Math classes had five meetings for 3 credits or all English classes had five meetings for 3 credits, but rather only those special groups. I had three of them so I taught fifteen hours a week.

I also started interviews at that time for the class entering in 1964. This meant that we had college nights. I had to go to the college nights. I had to go to the diocesan high schools during the day and speak with the seniors. In fact, one of the surprises to me was that I was invited to Ansonia High School, a public school. Here a representative of a Catholic institution was granted the right to talk with all of the graduating seniors. This is how strongly they felt about Sacred Heart University's promise in the community and how lacking the community was at that time in facilities for higher education. So much so, that in order to get me there they were willing to permit me to present my story about Sacred Heart to all of the seniors at Ansonia High School. So I had college nights and I was interviewing students in the day time for the next entering class. One of the decisions that we made in those early years, and really Dr. O'Sullivan was the father of the concept, was that if we were going to get Sacred Heart University off the ground one of the admission techniques that we had to use was that every student had to be dignified with an interview. So, in addition to having the College Boards and the high school record, we also had the advantage of an interview to evaluate those areas of the student's promise not contained in the record or the Boards.
But, we also had another objective in doing this. We had come on the scene in 1963 and there was no guarantee that we could ever be on the scene in 1964. Actually any students who came to us in 1963 really had one of the greatest, or demonstrated one of the greatest acts of faith, because they were coming to an institution that might not be there the next year. We didn't have our own buildings; we didn't have our own campus. All we had was one floor of one section of a high school building. We, as individuals, had to take on the identification of the promise of Sacred Heart University so that when I went out into the community I had to speak with confidence about the solidity of the institution. I spoke about Dr. Conley being the architect of the dream and that Dr. O'Sullivan was the engineer. I referred to the fact that I had implicit and explicit faith in both of these men, that they would see that Sacred Heart University would survive. In looking back over a ten-year period I can say that they proved true to their word. Indeed, we were launched and we have been secure, so in those early days we needed an interview in order to tell the Sacred Heart story to the students. In other words, it wasn't just enough that these people be admitted to the institution. That isn't why they came for the interview. Many of them were just getting the quality of the institution in the interview and we had to prove through our enthusiasm that we were going to be in business the next year, or certainly three years hence, in enough time for them to graduate.

I can remember at that same time one of the early faculty meetings when one of the original Trustees, Mr. McGannon, was present and was concerned with techniques that we might employ in order to recruit students. At that particular time I mentioned what I felt was to be the future of the University and I went on record as identifying the greatest value would have to be in our faculty. At that meeting I mentioned to all nine faculty present that we had 173 envoys who went back to the community each night and that if we did the job in the classroom then our story would be told. Today, has proved that that analysis was correct. There is no doubt in my mind that the greatest tribute or the tremendous amount of praise for the beginnings of Sacred Heart, rests in those first faculty members because they did the job in the classroom. They gave all the assistance that many of those early students needed so terribly, because they were not the cream of the cream. They were very, very hazardous applicants and candidates for a degree, but this faculty worked with them and gave them the education that they needed. Those students told the Sacred Heart University story and carried it out into the community. Then each year because of the faculty's effort I felt that my job as recruiter became easier and easier.

Now, we have to remember that we grew from 173 in those early days in 1963 to a pinnacle of 1771 in 1968, because of the job that was done in the classroom. We did it as we grew into a building. In other words, at first we had one quarter of a building, then one half and then finally the whole building. We had no promise of vast facilities. We did this without any student financial aid. We had no financial aid to give these students. The only financial assistance was four scholarships donated by his Excellency, Bishop Curtis, to four students from diocesan high schools. They were the only scholarships we had. We had no Connecticut guaranteed loans. We had no federal assistance programs. In other words, we had these students and we
started this school on the basis of the job done in the classroom with none of the garnishment that we have today.

Now, getting back to those early years, I wouldn't exchange them for all the money that there is in the world because I have profited by rewards in the form of friendship with people in Fairfield County that I hold in very high regard. I came to Connecticut and the only people that I knew in Connecticut were Dr. O'Sullivan and Dr. Conley, and one friend, Dr. Vail at Fairfield University. I have made so many friends in this area now that even though I have been here only ten years I now feel that this is home, but the pleasure was gleaned in working with these young people. We had a most unsophisticated group. Here was a group of young people who came from families that were receiving college educations for the first time. They were youngsters who came from families that had a very high regard for education, for educators, for college degrees, for education and knowledge in any form. These people sacrificed and took money for their students' tuitions out of their savings, savings gleaned at a great personal sacrifice to them. These were not wealthy people.

Yes, we had some people in the early classes that did come from wealthy families who did not have academic records so they could go on to some of the more pretentious institutions, but this was not the majority of our students. The students were made up of people that commuted from the area, who lived at home. They still profited from the type of experiences that can come out of a household and then they came to Sacred Heart.

Now, in those early days, and I say this with all humility, I had the pleasure of being instructor for fifteen hours a week and admissions officer for more hours than I want to remember. But then you have to remember I was also the Dean of Men; I was the Dean of Women. Any personal care that had to be given to these people had to come out of the one office. Now, it could be done because we must remember, we were dealing only with 173 people. So that with 173 people, if we had our present staff with this group, we would be falling all over ourselves, but those early days were fun and felt that I was able to get very close to the students. So, our recruitment and our admissions policies were confined pretty much to meeting a student; telling him the Sacred Heart story of what we could do for him and then come up with programs that would help us to do the job.

The greatest program that I feel we ever came up with and the program that really guaranteed the success of this institution was the Associate in Arts program. The Associate in Arts program was proposed and was the brain-child of Dr. Conley, fortified by the experience of Dr. O'Sullivan. They gave me a program that was very, very useful in implementing the concept of admitting a student to the institution but guaranteeing that a student could only survive if he changed his previous ways. Now, for example, I used this program with a student who had mediocre college board scores with a fair to good high school record, or someone with a fair to good set of college board scores with a fair to poor high school record. We agreed, the students and I, at the time of the interview that if they were indeed going to survive they would have to change their previous approaches to education. At that point of time in their development if they did change, then indeed I
could promise them a Bachelor's Degree. But, in evaluating their development at that point in their education, the predictors seemed to be that at best they could accomplish only a two-year program. If they were convinced that they wanted a Bachelor's Degree which would require four years of study, they would have to demonstrate it in that first year of the Associate in Arts program. This promise of greater plateaus was the thing that I believe changed so many of these students with previously mediocre academic backgrounds into being a type of student that could finish a four-year program. If they had come to Sacred Heart and we only had four-year programs, and we had given them the name of provisionally accepted, or any of the other pretentious names for camouflaging accepting less than adequate students, I don't think we would have done as well. But, the fact is that the students came to us and asked for a Bachelor's program, no one in those days ever came and asked for a two-year program; they all wanted a four-year program. So, when the student came and he was asking for a four-year program and we told him that under no circumstances would we accept him to the four-year program, that was a form of an academic rejection. However, there was a promise of the opportunity and ability to change in the Associate in Arts program. We didn't tell them away feeling that they were not good enough to come to Sacred Heart but rather we invited them to join us in a program that seemed to fit their present level of development with the promise that they could change. The combination of not being able to get the reward that they wanted immediately, the fact that they recognized that they had to change I think brought on the change.

Of the students that went from the Associate in Arts program into the Bachelor of Arts program, of those that made the change, 80% of them made the change in the first year. Only 20% of those that changed, not 20% or 80% of all those that ever applied, but of those that actually made the change to the Bachelor's later on, only 20% had to take the two years in order to do it. It had the motivation of causing these people to recognize their fault if it was going to be recognized, and then to change. I used to point out to the students in those early days that I knew that each September they had promised themselves, as well as their parents, that they were going to change while they were in high school and each and every year that they were in high school, by the time Thanksgiving ran around they were already out of steam. I had warned them that if this happened at Sacred Heart they would never be able to get into the four program. In fact, they wouldn't even be able to finish the two-year program. So, with the promise of reward, of change, of higher academic plateaus I honestly believe this is the thing that brought about so many academic successes, particularly in our early years. We've got to remember that when we offered the Associate in Arts program in those days, all of the credits in that first year were not transferable. In fact, if a student changed from the A.A. to the A.B. program at the end of the first year he sacrificed 6 credits. If he changed from the A.A. program to the Bachelor's program at the end of the second year, he sacrificed more in the neighborhood of about 24 credits.

Now these people were excited about coming into a new institution and they were willing to come in on our terms. I should identify that in my own background, in dealing with approximately 9,000 students that I personally
interviewed for admittance to the institution, not one of those 9,000 was accepted if I did not honestly feel that he could be successful. No one was taken into the institution, even in our early days, strictly for another tuition. In other words, we felt that our moral commitment far exceeded any financial commitment. We felt that if Sacred Heart University couldn't be a moral institution, particularly in the area of selection of students, then it had no right to exist. So every student that we accepted, we accepted because there was promise of success. Then we kept our faith in providing programs and additional fortifying developmental area work in order to bring them up to par. This doesn't imply that every student that ever joined us was a success, but I feel that no student who ever joined us left us feeling we had run out on our promise or we didn't fulfill our commitment. They left us because they could not, or would not, expend the energy that had to be expended in order for them to come up to par. In other words, we developed programs. We encouraged them to join them but never did we want Sacred Heart to become an institution that graduated a mediocre student.

I think in looking back over the ten years now that our graduates have taken places in the schools, in industry, in banking, in merchandising, in managerial positions, and in other areas of the community, no matter where I turn, I go around and enjoy my new Connecticut family with a great deal of pride. They have done the job and the pleasure comes from the fact that these were people, many of them, in those early days in particular, who had so far to go, where their own development was concerned.

Well, as we started to grow it wasn't long before Ray Hughes was hired as the Dean of Men and Magdalen Tackowiak took over as the acting Dean of Women to give me some support in those areas, so that I could spend more time on admissions work and not as much time with the household group. When Magdalen Tackowiak devoted all of her time to Religious Studies, we then had Jean Ann Flaherty come on the scene as the Dean of Women. Then we functioned for the next five years with Dean Hughes as the Dean of Men and Miss Flaherty as the Dean of Women, taking on all of the personal needs of our students. Shortly thereafter, Mr. Grant joined us then as the Director of Placement.

Datewise, how would you cover these in years? Could you give us some idea when Ray Hughes came on? Was it 1964 or 1965?

I don't have the data. I would rather leave that to the Business Office payroll to give you the specific dates when they went in. It seems to me that Dean Hughes came to us in 1965 and he was immediately the Dean of Men. He had been a Guidance Counselor in Bethel High School and he had left that job in order to go into industry. He became disenchanted with the industrial jungle and wanted to come back into the educational scene. Mr. O'Sullivan hired him then as our first Dean of Men. He then asked Magdalen Tackowiak who was in our Religious Studies Department to take on the duties of Acting Dean of Women. Both of these people then gave student personnel support in that I didn't have to spend as much time in handling the special personal problems of students. Now, simultaneously with Dean Hughes' coming, or shortly thereafter, the communities then started to talk about bank loans so that actually those first student loan programs, and we still didn't have a financial aid office, came through Dean Hughes' office. Dean Hughes really was the first financial aid officer. I didn't really reflect too much for today's meeting.
on statistics because I think that they can be gathered from more accurate sources.

In 1967 we had our first graduates. We then had to help these people with placement, so that Bill Grant then became our first Placement Officer. He also took on the job of the Financial Aid Officer when Dean Hughes' area of counseling became so involved with a very large number of students. Now since that time... let me go back a moment. At the same time or concurrently with some of these events, Bill Dean came to work in the Admissions Office while he was still a student at Sacred Heart. In fact, he was entering into his Senior year and had had some work-study jobs with the university previously. He approached me and asked if it might be possible for him to spend his senior year working in the Admissions Office. I was pleased to accept Bill into this category because he was one of our greatest envoys as a student, in telling the Sacred Heart story in the community. Of course, the past has shown that Bill stayed on in Student Personnel after graduation and he was really the first Registrar. He took care of the first Registrar's Office that I had been developing. In fact, it was while Bill Dean was with me as more of an assistant rather than as a Registrar that we developed in using the computer at Sacred Heart that I'm quite proud of, and to this date I know of no other institution that does it, that is a student gets his complete academic record on a transcript four times a year from the university. Twice a year, at mid-terms, instead of the courses that are normally on a transcript presented in chronological order at that time, the computer spins them out in departmental order. Now the reason that we developed this particular technique at mid-terms, giving the whole record to the student in departmental order, is because of our advisement program that was developed as far back as 1966 and 1967. This makes use of these documents in preparing for the next semester's pre-registration. We felt that the best information that you could give an advisor at pre-registration time was the previous academic history of the student and that you could best present it by showing it to him in groupings of major or departmental areas rather than have him select from a chronological transcript. This was easy to do. It is easy to write the program for the computer but, of course, we wrote it right from the beginning and that's why it's so easy for us to follow through with it today. I don't know why more institutions don't make use of this. In spite of the fact that it is spun out in departmental order at mid-term, it comes back at the end of the semester in the prescribed order that is recommended by the American Association of Registrars, namely, chronological order.

Bill Dean really was the first Registrar at that time and he was also pursuing his studies in graduate work at Fairfield University. I acted in those days as his graduate school advisor, selecting for him the kinds of developmental courses in student personnel work that I felt would suit him best for the field and particularly for Sacred Heart. Bill Dean cooperated, and history should show that he cooperated by permitting the institution that he was going to become employed by to guide his training. So actually he had all of the developmental, placement, and financial aid background courses that were in those days offered by Fairfield University, and then when Bill had his Master's Degree he then joined us in the area of Counseling. Then, finally, he became the assistant in the Admissions Office and commencing with September of 1973, we find him as our Director of Admissions.
Now, new people have come on the scene since that time. We found it necessary to separate the areas of Financial Aid and Placement feeling that one person could no longer give adequate service to these combined areas, so that we then had Mr. Grant in Placement and Alvin Clinckscales as Financial Aid Officer. Upon Mr. Grant's retirement, Mr. Tom Calabrese became the Placement Officer and both he and Clinckscales enjoy these positions today. Then, the last position to be developed was Miss Anger becoming the Director of Activities on the campus. In this position she devotes 100% of her time to activities and this has made Sacred Heart a more vibrant and active institution.

Getting back to the matter of Student Personnel Services, you do have a couple of other very worthwhile people. Could you tell us a little about them?

Let me go back if I might, too, in the area of the Chaplain's Office. The Chaplain's Office today is part of Student Personnel. In the early days we were not too concerned about alignments of categories. If you remember I had mentioned to you before that Dr. O'Sullivan had selected Dean Hughes and yet this is an area within the field of student personnel, but we were so wrapped up with the development of the institution we weren't too concerned about alignments in departments. The first Chaplain was Father Polinsky and in addition to being the University Chaplain, Father Polinsky taught the Religious Studies courses the first year. So, in the first year the Religious courses were taught by a priest. Then Jim Wieland came on the scene. Then, in 1964, we had the Department of Religious Studies or Theology as it was known at that time. Then came the sphere of influence of lay faculty. We have Father Guiliani who is our Chaplain at present, and prior to Father Guiliani's tenure we had Father McDermott who was our second Chaplain and is now a member of our Board of Trustees. So we've had three Chaplains concerned with Campus Ministry, and that is part of Student Personnel. As we grew in structure, the area of athletics and health with Mrs. Hughes as our Nurse, operating our First Aid Station and with Don Feeley as our Coach in Basketball and as the Director of Athletics, were included as part of Student Personnel.

Now, going back to our early advisement program, in the first year the advisement was pretty much of a rubber stamp operation in that each student had to take English, Mathematics, Chemistry, French or Spanish and Religious Studies. They carried seventeen hours. They had English, Math and a language, a science, History and Religious Studies. So they had five 3-credit courses and Religious Studies for 2 credits. They had seventeen hours, and the only deviation from this schedule lay in the fact that those English classes either had five hours of instruction or three. As I mentioned previously in the tape, they didn't all have five hours, just those that appeared to be academically hazardous. Those who needed a lot of help were spending nineteen hours per week in the classroom whereas the regular student was spending seventeen. From
1964 on, it became necessary to assist students in the planning of their programs as we started to develop more majors and more course offerings. Where there was broader selection, the students needed greater assistance. So our first form of advisement was to take all of the students that we had in the school and to divide them among the nine faculty members that we had in that first year, in getting ready for the second year. In the second year, I don't remember exactly, Herb, what the number of faculty was, but you have that in your other data. We then took all of the students in the school, and divided them by the number of faculty, and each faculty member was given a list of all the students who were his advisees, as well as identifying for the student the faculty member who was his advisor.

Later on our advisement program became more sophisticated in that we used general advisors only for Freshman year. What we tried to do during that Freshman year was to ask each of the students to make a tentative selection of major. It wasn't any formal commitment but a tentative selection of major so that we could assign that student to the Department Chairman in charge of that particular major. As the departments grew in size and when we grew in enrollment so that the Department Chairman could not handle all of the people who had a tentative selection in his area, we asked the Department Chairman to select those members best qualified in his department to join him as an advisor. Thus we've had a system of academic counseling with us since the beginning, and it gradually grew in sophistication. We didn't have an Advisors' Handbook in those days. I'm very proud of those early faculty members and can honestly say that they needed no Handbook because each faculty member knew the requirements of his major. They knew every course that we taught and they did the advisement cheerfully for the growth of Sacred Heart. As I said before, it's hard to measure today in relation to the events of the past because we felt in those days that we could not be concerned about the individual spheres of influence. We were not concerned about building any empires. We had one central theme, and that was the future of the university. This doesn't imply that there is no one today who feels this way. There is a tremendous number. It's just that in those early days it was more recognizable. Now, it doesn't seem to be as easily recognizable.

The advisement program I felt was never the clue to success in our early days. I felt that what was important in those early days was the personal advisement. Remember, I mentioned earlier that we were dealing with first-time experiences for families in higher education and these students came to us with problems that they had never been faced with before, in their quest for education. For instance, these families where parents had never gone to college couldn't understand why their young men and women at home couldn't go to Aunt Suzie's on a Saturday night, or on Sunday afternoon go to Grandma's for lunch or for dinner, as they had done when they were in high school. They didn't realize the number of hours that had to be spent in study. We had all kinds of student conflicts with parents in that these parents did not understand that there was a time in an individual's development when they as parents had to let go. Yet, we weren't operating a high school where we could call the parents. We had to educate the students into the kinds of techniques and devices that they had to employ with their parents to get the idea across of the kinds of judgment that should be left to them in their own development.
We didn't want to alienate the family because we always felt from the beginning that Sacred Heart was a part of the community. To give an example of the kinds of parents we had in those early days, when we had an affair on campus we would have as many as 80% of the parents of our student body in attendance. Remember that these were people who had never been to college before and they were equally excited about the new experiences that their youngsters were going to have, so that whenever we had an event of any kind and parents were invited to the campus, we would get almost 100% participation. So we had the parents working for us when we had their young people here. The academic problems that were in this sphere were coupled with personal problems. We had students who had never learned to study before. We would have to teach them how to study so they could survive.

Actually I would say that in that first year when there were nine faculty members and I was the adviser there were really ten of us working as advisors. I wouldn't want the record to show that I pretended that I was doing the advising totally. But faculty members joined with me in 100% participation. In fact, you never saw a faculty member who was ever permitted to be alone at any time that they appeared in the corridors or outside the classroom faculty members always became surrounded with students who were like blotters, seeking to absorb all the contributions that they could make.

The curriculum grew as the institution did. I mentioned the first curriculum. Then later we had Dr. Lademan, who was the first Psychology teacher. He was the first one who taught Psychology here and later of course, his sphere of influence was Philosophy, but the first Psychology course that was ever offered at Sacred Heart was really a Philosophical Psychology course taught by Dr. Lademan. I'm sure that you've gotten information from Dr. O'Sullivan in the academic area and there's no need of repetition. There was a need, as I mentioned before, to adapt our educational program to individual needs. While today, in 1973, we feel that we're adapting our techniques to the individual needs of our students, in no way could we ever pretend that our present program is anything like it was in those early years. And I just emphasize the fact that we knew that from our humble beginnings that we were going to be working with a student product that needed a great deal of help for survival. Those students did survive, and we have statistics that prove it, that were presented to the accreditors at the time that we first met with them. Materials gathered by you, Dr. Clish, prove that we had a great retention rate, and the reason for that retention, as I mentioned before and I want to reemphasize, was our individual approach and the faculty joining in the programs.

The University has grown and as we have all become more knowledgable about student problems, you made further adaptations by adding people to your staff who could deal on an individual basis with students and their personal problems.

History has a lot to say about the way that an institution moves. Not history, I should say the national scene. When we added Ray Hughes and Miss Flaherty to the staff, historically, that was the right thing to do. In
other words, all colleges had a Dean of Men that handled affairs with men and a Dean of Women that handled affairs with women. Well, it wasn't long before psychologists pointed out there was no need to differentiate between the sexes, that a woman could at times with certain clients be more effective with a man, and it was equally true that a male counselor, with certain individuals and in certain problems, could be more effective in dealing with young women, so we dropped the titles, Dean of Men and Dean of Women, and developed a Counseling Office. The Counseling Office was built in those days around Dean Hughes who gradually shed the assignment of Dean of Men and became more the Dean of the Counseling Office. Miss Flaherty's replacement was a counselor, and we no longer separated our clients on the basis of sex. We offered as many as five counselors, counting myself, at any time and the student was free to choose in those early days, as they are today. In other words, at the present moment we have Mrs. Fenelon and Mr. Rogers, also, who are available for counseling. We have Tom Calabrese who is available now for Career Counseling. We have Al Clinckscales who will do Financial Counseling. It is true that Al is the Financial Aid Officer but he is also a Financial Counselor in the sense that if these people who are on their own have any budget problems or any needs or problems that are in the area of money, their selections are left to the students, and they may choose to go to Mr. Clinckscales.

Now, it might be interesting to note that my original title was, in 1963, as I said before, Director of Student Personnel, because this is what the title called for on the national scene, and it was my plan that one day this area would encompass Admissions. In fact, in those days when I would go to the New England Association of Registrars and Admissions Officers which is the official organization for people in the Registrar's Office and Admissions, and I would sign in as the Director of Student Personnel Services, I was rather unique. Later on the title of Dean of Students, that's a relatively new title came on the scene, I think about 1969. This was an outgrowth of the former Dean of Men or the former Dean of Women titles which then became the Dean of Student Personnel Services, and then just the Dean of Students. This area included the Admissions Office, the Registrar's Office. Financial Aid and all the areas that I have mentioned before. It's interesting to point out to you that when I go to the New England Association of Registrars and Admissions Officers meetings now, I am no longer unique when I have the title of Dean of Students. It has become so synonymous that the Admissions and the Registrar's offices belong in these categories that you now find on the roster a number of the Deans of Students of many of the New England Schools attending the meetings.

One point that I made in some other material that I'm preparing for the President is this, that the quality of an institution is often judged as much by the supporting services as by any one academic department. I believe that, wholeheartedly, because I think that apart from the strictly academic, anything that is done to better serve the students is a supporting service and all of these should be encompassed, coordinated by the individual whom you may call Dean of Students or Dean of Student Personnel Services. I'm making that point right now because sometimes there are people you know, who say, well here you added
this, that, and the other person to give these services, whereas, you used
to do everything with fewer people. The point I would make is this, that as
an institution grows and becomes more knowledgable as to the needs of its
students, that the quality of that institution is going to be judged by
these supporting services it gives, just as much as by any academic department
or all the academic departments. Would you agree with that?

Let me see if I can give some of the same ideas that you've given in
my own way. Last fall we spoke with the entering Freshmen. We have a
program now where we introduce in those first five weeks as part of the
developmental program, the concept of, "This is your Sacred Heart University,
and these are the people who can help you get a better education." This was
the example that I used with these people in pleading with them to make use
of our supporting services, I told them an anecdote about my noticing a
bakery truck one day that went by and all they had on the side of the truck
was, "Butter makes the difference", to imply that there are many bakeries,
and a loaf of bread is a loaf of bread, but they felt that the loaf of bread
made by this particular bakery was unique and particular because of that one
additional ingredient, butter. I used that as an example to show that this
made the product a little better than its competitor. This is the little bit
extra that Student Personnel Services can add to their education.

As I said in the early part of my story and reemphasize at this point,
when we did not have any supportive services other than myself on campus, it
was at that time necessary for the faculty to do this. I want to reaffirm --
that never could any institution owe so much to any group of people as we owe
to that first faculty. I would supply the faculty with information that they
hadn't learned from their own experiences and they used it to join with me, in
being really the first group of student personnel. As we added these other
people to our staff, as I had mentioned before, Dean Hughes and the others,
we were then able to place more emphasis upon these supportive services. Earlier,
we had mentioned that without those services, those early students and Sacred
Heart never could have survived.

Today, the need for these services is even more apparent. Sacred Heart
University grew from 173 in 1963 to 1771 students in 1967. Let me reaffirm
now, there was a war going on and people had to get into school. There was
no Housatonic Community College, Fairfield University was all male. There
was very little educational activity in the Waterbury area and there was a
small community college in Norwalk that was under private auspices.

I said earlier, as we became more knowledgable about our students and as
each institution of higher education acquired more knowledge, they sensed in
keeping with their resources that there was need to provide more by way of
student personnel services. All of this ties in, I think, to the earlier state­
ment I made that the quality of an institution is often judged as much by the
supporting services it offers as by any one academic department.

What happened, Herb, is that when I talk about the early years of Sacred
Heart, we were so emotionally involved that sometimes I get carried away. I
can remember in those early days showing slides to people who never knew any­
thing about us. How you had to exude this enthusiasm for the institution?
Well, I think you felt it.

Not only did we feel it but we lived it. Dr. Conley, Dr. O'Sullivan, every faculty member, in fact, not to exclude you from this. When you first joined us if you remember, when I welcomed you to the campus I told you I was so thrilled that a man of your experience joined us. Then you proceeded to catch the same enthusiasm we had and actually what I can honestly say from my personal observation and my dealings with you, is that you exhibited in your day when you came to us the same enthusiasm that I had seen in 1963 and 1964. And I mean that as an honest compliment.

Getting back to Student Personnel and thinking about its importance today, while we did grow to 1771 without many of these positions, we're now faced with a situation where people are no longer guaranteed a job at graduation. In other words, our economy is such that we've got to go back to the old idea of why go to college and we've got to do more career development and provide more career understanding. Before it was enough to say to a high school graduate, "Listen, if you go to college and you get a four-year degree, your life's estate is going to be worth $300,000 more than if you never went there and you have nothing to worry about, if you get a degree some place will take you." Well, this is no longer true. We have so many people now who have gone to college, so many people who are now going to college that students no longer select college or stay in college just because they want a degree. I think that we're going to have to give them more service by showing them alternate careers, substitute careers, parallel careers and we've got to explain to them that in the selection of a career, a career is no more than how you want to spend your life. What we do at Sacred Heart or at any institution of higher education is to develop in them tools, or to hone their tools or develop their talents, so that their career or their life style will be more satisfying and more in keeping with the types of values that they've set for themselves.

In other words, you're helping them, if I interpret this correctly, to be more interesting people to themselves and to others.

Right, and I might add we're trying to raise their quality of life. The supportive services are so important now because in the past two years we have noticed that students do not choose to stay in college just to graduate. Unless they see that we are developing a better life style for them, that we're helping them to develop a better system of values, if Philosophy is not giving them a better game plan as it were for life, they're not going to stay. Now, my motives are not selfish in the present any more than they were in 1963. I don't want students to stay at Sacred Heart just so we can get another tuition. I felt we started in 1963 because we wanted to give service, to help people to get a better life style. I still feel that it's important but we don't have the armed services to keep them in school. Remember during the Vietnam conflict, if you weren't in school you were carrying a gun. There is nothing like that now to keep them in school. We no longer have the promise that if you just graduate there will be some kind of job waiting. Statistics show every graduate in the past five years is not presently employed. There are PhDs who are out of
We've got to be able to show these students that we can help them have a better life, and that we can help their families if they stay with us. So I think that it's not enough just to say here is a college and four years from now you're going to get a degree. We've got to give them all the services and all the information that they need to know so they can profit from their experience with us.

I think that as we go along we're going to find the whole complexion of Sacred Heart University and higher education changing in that I think that more and more students are going to join us and to stay a shorter period of time. I think we're going to have more students who are going to be in our Continuing Education program rather than be full time. I think they're going to go out in the field to work in industry and refine their talents while they're working and we're going to run a school that's going to start 8:30 in the morning and run through to 10:30 at night. People are going to choose the hours and the courses they're going to take. I think we're not going to be regimented to a 4-year program. I think in some cases it's going to take eight years—in other cases it's going to take six years. We're still going to have the all 4-year group. Let me also say that over the years we have developed our CLEP Program, the College Level Examination Program, and we have credit for life work experience. We find that some people are going to be able to graduate from the regular 4-year program in three years so I think this whole concept of education is no longer going to be blocked into Freshmen, Sophomores, Juniors and Seniors. I don't think you're going to be able to identify them anymore by credits. I think that people are going to be given a degree when they exhibit that they have grown through their multiple experiences to a point where they are now at the Bachelor's level. Whenever we have education become diversified or become more complex, then we need more services because we've got to be able to impart knowledge. Actually, Student Personnel is really simplified into a communications network. All we're doing is telling the students the kinds of abilities they have, the kinds of directions they need to be going in, the kinds of help that are available. Then it's the old story, you lead the horse to water but you don't make him drink. He sees the water. It's made known to him that he needs it and then he takes it.

Now, in the area of Financial Aid, I think this is going to become more simple in the future and I think the handwriting is on the wall for the basic opportunity grant. I don't think that we're going to have these various multiple programs where we have restricted educational grants, where we have Connecticut guaranteed loans, where we have federally funded programs. I think we're going to have one program that will be funded by the institution, by the state and by the federal government. That is, it's going to be a basic opportunity grant. When a student wants to go to college, he submits his credentials; his evaluation is made by a computer and then all the money that he justly deserves to go to school will be awarded to him at that time. I think that this something that will be employed in a very short period of time.

Can I get back just a bit, we talked on the counseling. You discussed our Chaplains here. I never had the good fortune to know the first one. I know Father McDermott. I know Father Guiliani. I admire these men very much and I cherish their friendships. Now, not all of our students are of the Catholic
faith and there has been a provision here, through the addition of people either on your staff or in the faculty, so that students of the Protestant faith who needed spiritual counseling and wanted it here at the University asked for it and could get it and students of the Jewish faith could also get it. Do you want to touch on those please?

C Yes. We kept statistics on where students came from from the early beginnings. We knew the high schools they came from. We knew whether or not they came from Fairfield County or whether or not they came from Westport or they came from Greenwich. We never kept statistics on the faith of the students that came to Sacred Heart. On the application we used to ask the student for his religion and then later we changed it. It became an optional question. Since I was the Admissions Officer, I can honestly say that during the 10-year period that it never became a factor. In fact, one reason that I put it on the application, and I was the one who had asked for Religion on the application, wasn't that at the interview that I told you about, I felt I wanted to know when someone was of another faith so that I could then encourage him to join a Catholic Institution. I always believed that Sacred Heart University was a Catholic institution in the frame of reference that we were the concern of a particular religious sect that was concerned about the education and the development of all people, that actually Bishop Curtis and his diocesan group were concerned about all the students. So that when a student put Hebrew at the top of the application I wanted to be able to point out to him the kinds of services that we were ready to give to him. I think the fact that our group is such a heterogeneous group as far as religious faith is concerned, is testimony to the fact that we felt that we wanted people of all faiths here. Our goal was certainly not to convert them to Catholicism but rather to send them away as better Lutherans, as better Jews, as better Episcopalians or Evangelicals or whatever religious orientation they had, as a result of having been with us. This is why our present thrust is on Campus Ministry.

Now, we have Rabbi Wallen who teaches one of our Religious Studies courses and I think it's one of the most popular courses that we offer at Sacred Heart, and I might explain how he teaches it. Rather than sit down in his History of Religion Course and to tell about the different kinds of faith that we have in this world, he brings in a Seventh Day Adventist, he brings in a Mormon and has them present to his class their faith and their beliefs. In fact, last year he had a religious sect in one of the rooms that were called "Followers of Julius". Julius is a minister who believes that he is the New Messiah. He comes from Stratford and he's very popular in Connecticut and believes that he is the second Christ. This is what he teaches. Well, Rabbi Wallen had him in the classroom one day and he was very respectfully received by our students in the Religious Studies course and they accepted him with enthusiasm. I'm sure that there were no converts to "Julius" that day but the students went away knowing that there are some splinter groups among various faiths. We have as one of our counselors an ordained minister. Wayne Rogers was not selected because he was a minister. Neither was he refused employment because he was a minister, but here I think it's interesting to note that we have a Protestant minister, assigned at a Catholic University in the area of counseling. If we
felt that this was a threat to Catholicism we certainly would never have appointed him. But we feel that he joins with us in counseling students, so that Catholics as well as people of all faiths, are able to get exactly what they want from Sacred Heart University. I submit that if a student came to us with no faith while he might leave us in the same state, he would go with my regrets certainly for him, because I feel that he is lacking something in his life. But I maintain that it is his right, and I would argue for his joining and leaving us as he wished in that area. But certainly, he would have been made aware of the kinds of beliefs that people have.

I: What about the type of counseling that some students might need that can be best given by a person with the orientation of a psychiatric social worker?

C: Are you referring to Mrs. Fenelon?

I: I am.

C: Well, Mrs. Fenelon's background was in the area of psychiatric counseling. What we had tried to do, and of course I need to emphasize at this particular time that since we started in 1963 and we now find ourselves in 1973, that many things have confronted private education and one of the things is budgets. What we've tried to do is to be sure that we touched all bases as far as the needs are concerned with each of our assignments. In the case of Mrs. Fenelon, we wanted someone who could give assistance to people in the psychiatric area. Actually, we deal only with minor cases in this area. The people are identified who need further psychiatric counselling and need the assistance of medical men. These cases are then referred to the Dean of Students who makes referral to outside agencies. Actually we needed someone who could give minor assistance in psychiatric counseling, but the big thing is to identify them.

Here again, we still call upon our faculty to identify our students' needs. We are constantly requesting faculty to identify students in their classes who are in need of our supportive services and to direct these people to us. One of the techniques that we use is for a professor to notify the Dean of Students or the Counseling Office any time that a student is absent more than three times from his class. We feel this might be a symptom of a greater problem and this immediately clues us into looking to see if we can give any assistance. I might say that our approach to students has been and always will be be simply, "What can we do for you?" The offer is always one of having them ask us to help them to help themselves. We maintain that the basic tenet of guidance and student personnel is to help people to help themselves. We're not trying to provide permanent crutches or physical devices, or mental crutches to people so that they can't survive either at Sacred Heart or outside of our community without us and as a result have to constantly come back to us. What we try to do is to develop in them talents so that they can take care of their needs. Yet we emphasize that once a member of the Sacred Heart University community, always a member of the community. Even though they may have graduated and have
had their first job and are looking for their third job, they are welcome to come back and make use of our Placement Services.

If they feel they want some special service counseling, it didn't terminate just because they graduated, so that we do try to stay close to them through our Alumni Office. We have a separate Alumni Office now, but the first Alumni Officer that Sacred Heart ever had was Bill Dean, who was the President of the Senior Class in 1967. He was always the contact man between Sacred Heart and its graduates. In fact he presided at the first meeting of the Alumni which was called in December of 1969 when Peter Schweikert, a member of the first class of 1967, was elected as the first President of the alumni. It has grown now and I'm sure that Mr. Burkart, who now has this sphere of concern in his Development Office and Anita Vigeant, who is the first Alumni Secretary, will fill you in on that particular information.

I

Talking as you wish just give us any of the other interesting highlights as you recall them, that we might not have touched upon in this outline, just let your tongue work fancy free.

C

I think that the highlights that we went through are really the first times that we did anything. In other words, like the first graduation, the first parents' day when as I have explained to you before, we had over 80% of all the parents here. In other words, we have gone through all of the first, but I think the singular event that made the greatest impression upon me was the Papal Letter that was sent from Pope Paul to Bishop Curtis, giving praise and felicitations upon the beginning of the lay institution.

I may be repeating something that you have contained in some of your other documents, but I'd like to reemphasize what I always believed the Sacred Heart story was, in relation to the laity, I think that there might be some confusion on the part of some of the religious community in Fairfield County about Sacred Heart University. I emphasize, this is my own personal feeling. When I used to go out in the early days and into the Catholic high schools where there were priests and nuns present, I always used to explain the presence of Sacred Heart University to the students in the presence of these people as the new emergence of the laity in their faith. I went to Seton Hall College, now Seton Hall University. When I grew up I felt that all the Catholic world belonged to priests and nuns and all of the responsibility for the faith belonged to priests and nuns. I think that Vatican II and Pope John pointed out, and history has shown, that the Church doesn't belong just to priests and nuns. It's not their responsibility alone. It's unfair to say that if anything goes wrong it's their fault or if everything goes right that it's to their credit. I think that one thing we learned is that the laymen that make up the Church are the ones who are responsible.

As a result of Vatican II, we were trying to educate Catholics at Sacred Heart along with other faiths, but particularly Catholics, as to their knowledge of and responsibility for their faith, that they had to now assume a responsible role. I used to explain to the priests and nuns that were present at these conferences that another reason for Sacred Heart being in the hands of all laymen was that in 1963, there was no priest in the Diocese of Bridgeport to my knowledge.
who didn't already have three jobs. He was a curate. He taught in one of the Catholic high schools and in addition, he had some other job either something to do with Family Life Service or he was connected with St. Vincent's Hospital. Since many of these people already had three jobs how could they also be college educators? We felt that we were joining with them and never felt that we were in competition. I felt that some of the attitudes that came about must be dispelled, that we were not laymen who came in to show that we could now do the job better. I think that all we were trying to demonstrate at that particular time was that we were ready to throw our shoulder to the yoke to keep from adding to the burden that they already carried.

You are saying in another way I think what I tried to say while I was head of the Parish Council in my own parish, when we took a look at a massive parish debt that had to be reduced. I tried to change the statement to get over to the people of the parish, my fellow parishioners, a feeling of responsibility, that we just don't contribute to the support of our Pastor as we were taught, but that we had an obligation to contribute to the support of our parish and our faith, and I think that's the idea you were trying to put over to these people.

Right, and I think it's important because even today it's not understood. Now, I just want to reflect on some of the other things for you too, Herb, in the sense that education had many, many changes during that period, 1963 - 1973, as you know, but just for the record I'd like to talk about some of them for Sacred Heart. We had a very passive student body in the early days. In fact, we were able to say to them that if and when they came on campus and wanted to stay on, they had better wear a jacket. They had better have a tie or if they chose to wear a sweater, there had better be a tie with that shirt under that sweater, and they went with it. Faculty were also equally docile in that they felt that if they wanted a job that they couldn't express themselves and very often didn't. But, later on as Sacred Heart came of age and we had changes, the administrators who originally had been considered the fathers of the institution, in loco parentis, then became the devils and we had an alliance then of students and faculty against the administration. Now, I don't mean this just for Sacred Heart because I think we had it to a lesser degree than other institutions. All over America we had this. We had the faculty and the students against the administration. Now the gauntlet has gone the other way to where we found we couldn't have Senate meetings because very often we couldn't get enough students to make a quorum. We couldn't have committee meetings sometimes because we couldn't get enough faculty members to be present. So really we have gone from the situation where everything was left to the administration to where everyone wanted to be in on the handling of every situation.

Changes came about where students and faculty had been docile and then where they became interested in doing other things and where the administrators had been the fathers, as you said, I'm repeating this, and then became the devils. I wonder if we could just retrace our steps a bit and go on from there.
Right. Let me talk about the emergence of the Senate. This is all so familiar to you because you were one of the original architects of the ad hoc document that established the Senate and we did that in the summer of 1968. But from the very beginning Dr. Conley attempted to develop a democratic approach to our procedures at the University in that from the second year on we had a Faculty Council. It was made up of the administrators and all of the professors. This was the Faculty Council, but it also included within it the Administrative Council. In other words all of the policy that would be presented to the Board of Trustees for their consideration as it were, would come before and out of this group. As I said before, this is the way we functioned and we functioned in a democratic fashion. This was developed by Dr. Conley and supported by Dr. O'Sullivan as the Vice-President and Academic Dean. --- We were talking about the Faculty Council, and Dr. Conley's desire to have a democratic procedure. Well, I wanted to point out that we had that right from the very beginning, so that the emergence of the Senate was nothing new to us. The only difference between the Faculty Council and the Senate is that we now had student representation. Of course, this was clamored for all over the country and the only guilt that we have in retrospect is the fact that we should have really been innovators rather than reactors. In other words, we waited just a little bit too long, but we didn't wait too long in the sense that we had a riot on our hands. We had a demonstration in Dr. O'Sullivan's office but it was rather mild. In fact, as an aside, and I think Dr. O'Sullivan already told you that after they finished their takeover of his office, they then proceeded to go around and pick up the papers and any other debris they had caused. How bad can a demonstration be when the students police up the area after they leave.

We then had the approval of the Trustees that there would be an ad hoc committee that would meet in the summer and would develop the Senate document. I'm sure that you have all of this material but I did want to mention that Dr. Conley was innovative in the sense that as soon as he started the University and immediately upon getting rolling, we had the Faculty Council and then from that, emerged the Senate. But, I also want you to know that the first meeting of the 1973 - 1974 Senate didn't occur until November 1 or the end of October, so you can see that there's no one excited about Senates anymore. In fact, in the year 1972 - 1973 there were three scheduled Senate meetings that couldn't be held because we didn't have a quorum, so the activity has gone the other way.

Let me also mention something to you that may not have been covered. I realize that you've spoken to other people in the institution, but has anyone talked about the Catholic atmosphere in the institution? I mean from an historical standpoint? Maybe I had something in mind that has already been covered, but we've seemed to almost run the gauntlet in this area, Herb. I can remember in the early days we used to open the school year with a Red Mass, the Bishop would come and say Mass, Father Polinsky would have daily Mass and the chapel would be filled and we had pews and all that. In spite of the fact that we had all faiths here, and we always did from the beginning, I think that we tried to meet the needs of all faiths. But I would say that in the early days we were a very Catholic school and then we had the decline in interest so that catholicity almost became a dirty word.

There were people that wanted to change the name of Sacred Heart University, you know, as though Sacred Heart was almost a dirty word. Frankly, I don't
think that Sacred Heart, the name itself is a very appealing name. I think that in the early days we might have gotten a better name. I don't know what it would have been, Curtis College or we might even have chosen Exxon, or maybe Jack Armstrong might have been more appealing. But, when I thought of the name Sacred Heart, it didn't impress me as being Catholic as much as, to me the name Sacred Heart meant love. You see, I was kind of pleased with the name Sacred Heart in the early days before I learned one was supposed to be ashamed of it. I didn't say that I became ashamed of it but people wanted to make me feel ashamed. I thought what greater name could an institution have than the name Sacred Heart, because to me that meant love, love for all people. I thought what could be a greater embodiment of how we felt towards all students, to give them love. So, then we had the cry to change the name; get rid of the name, well that's almost gone now. I think if anything people came to us because of the name Sacred Heart, and more non-Catholics came to us I think because of our Catholic identity than stayed away. I think that people who think that the name Sacred Heart is a detriment to our recruitment, are all wrong. I think if anything it's always been a positive influence and will continue to be. To get back to my original thought, I have noticed now that people are starting to clamor, or students have started to look now for more direction. I think they want more faith. I think that some of our Jewish students are starting to be more concerned about their faith orientation.

I

Is part of it the fact that there's much greater stress today upon giving witness by one's own actions than mere verbalization?

C

Absolutely, I think if you want to go along with the idea of witness I can tell this, partly as an anecdote. We have had a student who has been with us who received the first two years of higher education in Israel, in fact in Tel Aviv. She came to this country and was teaching Hebrew in one of the local synagogues as part of their religious education program. When she wanted to complete her degree she first went to Yeshiva. Yeshiva evaluated her credits and then determined that she needed to do many more additional credits in order to earn her degree. Well, she came to see me one day about the transfer of credits and we, a Catholic institution, Sacred Heart University, granted her more credits for her previous experience in Israel than they did at Yeshiva University. Not only did we recognize all the credits that she did at Yeshiva, but also more credits that she had done in Israel, so that as a result she was going to earn a degree faster at Sacred Heart than she was at Yeshiva University. So I think this says something about the fact that Sacred Heart was not meant for Catholics alone.

I

She was a very earnest young lady.

C

We gave witness to her and over the years we have had students who have transferred to us from programs in Hebrew education, in other words in Rabbinical education, where we gave full credit for their philosophy courses in Hebrew
Philosophy and more credits in Hebrew Religion at Sacred Heart towards a Sacred Heart degree than would be given to those same students from an institution that was identified as a Hebrew institution. So I think we have given witness to the fact that we are certainly a cosmopolite, that is more religiously oriented in the cosmopolitan area than any other institution. I would say also that while we are Catholic in orientation with a capital C, we're also catholic with a small c in our attitude toward other people. You had a lot to do with the selection of faculty. You were the first Dean of the Faculty at Sacred Heart and you employed certainly more than Catholics in this institution.

Oh yes, we sought academic competence and people of good character. That was all important. We've talked of the interesting highlights; now peering into the future, what do you see as Sacred Heart's most pressing needs?

Well, at the moment our most pressing need is more students. The reason I say this is that while I sit here today, and we have 1200 full-time students, and we have an over-all total of over 2200 students that we've given service to, our most pressing need right now is the addition of students and the reason for that is that while we are operating with a balanced budget, or we think that it's going to be balanced in the present year, we are operating with too few students to support the size of this plant. We really need to be in the neighborhood of 1800 to 2000 students, full-time students, or full-time equivalents because I did mention how I think this place is going to be in the future. In order to be able to carry this particular plant and from the point of view of economics we can put in a lot more students before the law of diminishing returns sets in, where then we're going to have to expend a greater amount of money in order to meet their particular needs. I think the limit would be somewhere between 1800 and 2000.

Our other need has got to be in the category of innovation. We've got to make up our minds that we're a private institution and that our future depends upon our ability to innovate and to be creative. If we're going to be the kind of an institution that only reacts to the community needs then we're going to have a lot of difficulty in surviving. But if we can be innovative as we were, remember Sacred Heart University claims the title of being the first Catholic lay institution or an institution administered and staffed completely by the laity, we've got to continue to be innovative. I think we have been somewhat, in the area of life work experience, but I think we're going to have to be more responsive to the needs of the community and come up with more innovative programs. If we come through with the innovative programs and we do develop into an institution of between 1800 and 2000 full-time or full-time equivalent students, I think that our future is set, and no matter what competition is put before us, that we have built so solidly that we will survive.

Well, I noticed in reading the New Haven Register last evening that the South Central Community College which is located in New Haven has suffered a decline in its enrollment this year, and the students are able to go there and for a very nominal fee as you know, secure education largely at state.
expense. They, too, are suffering a decline in students. I think, too, we're going to get to the point as you say of being more innovative so that people will develop the feeling that education is a life-time need of people. It's going to help them to live richer and more fruitful lives and as they catch that point of view, we're going to see more coming in for a time, dropping out, many more adults in continuing education than we've seen in the past. Meeting needs of that sort is going to call for faculties, administrators, all connected with the institution, including the Board of Trustees, to be innovative in their outlook.

I agree, and the thought occurs that may not be germane to this one particular point that you raised, but I think you need this for the record and that is our minority programs here. I think we need to have minority programs. In other words, to my knowledge and to my memory we never turned our back on a minority individual from the first day that we opened our doors in the 1963s and the 1964s. In those days we had some minority students but, Herb, they weren't even on the scene in numbers yet because they weren't finishing high school, so how could we get them. They were being encouraged to leave high schools and we only got the few that stayed there because of their families and stayed there in spite of the high schools. But, we grew to a point where we had about twenty-five minority people, particularly black, in the days when we used to call them colored. You know, people were proud to be black and to be called colored, and then the whole scene changed.

I can remember when the Black Heritage Club was formed on the Sacred Heart University campus. Even though I had mentioned to them at that particular time that we never discriminated against blacks and that the only reason we had few blacks at Sacred Heart was because blacks somehow stayed away from Catholic institutions because the word had been out that we weren't the place to be. They could never be further from the truth, because we had talked about Sacred Heart being the embodiment of love. Well, we certainly treasured minority people because we felt that they needed a great deal of love and they needed assistance because they had been kept down for so many years. I didn't feel it was the Catholic Church or Catholics that were doing it. History might prove that they were but this certainly was no belief. Well, I can remember about eight of these twenty-five black students came running into my office when it was popular one day to come in numbers, and they announced that they wanted to join, or demanded to join, the Admissions Office in the recruitment of black students. Well, Herb, I almost kissed them. At least I certainly would have kissed the girls in the group anyhow. In other words it was like where were you? Wonderful, come on, so on that date we gave birth to the Black Student Union. The Black Student Union is a part of the Black Heritage Club that's concerned with the recruitment of minority people. Then that also gave birth to La Hispanidad which is the recruitment arm for the Spanish speaking community. Now I'm happy to say that at this sitting we have eighty black full-time students as part of 1200 full-time students at Sacred Heart and about 40 Spanish speaking minority people, so of 1200 full-time students we have 10% minority. Right now we have 120 people. This is innovative in the sense that we have had people who have gone out and actually recruited these people. And in the early days Dr. Conley encouraged this, because I couldn't have had this program without him. He encouraged the program by permitting me to give them a club room on the campus out of which
they operated. President Kidera has encourage this by, at my recommendation, giving them $500 each year in order to sponsor their programs.

That leads me right into some of the additional needs that I think we have. We need a Study Skills Center here. Now, if you remember, Herb, you tried to do this. You took some of your Education faculty and you attempted to start a Study Skills Center here. In fact, you had one going but it was very small and I think that this is one of the things that we've got to have. What you had with your program really came out of your department and if you remember, if you might let me re-emphasize for history, you also sent your reading teacher out into the schools where she conducted some of these programs. We need the growth of this here now. We need to have a Study Skills Center as a regular part of Student Personnel Services program where we can have a person who devotes all of his time to developing and encouraging a faculty program of tutorial services and a student program of tutorial services, where we can give assistance in overcoming two weaknesses, that is in writing and in numbers, in Mathematics. These are the two weaknesses that are very predominant not only in minorities, but in all students. We need a Writing Center where people can come and get particular writing skills. We need this, and reading, Language Arts.

Then the other thing we need is a Vets Program because we found recently that we have more veterans at Sacred Heart relatively speaking, than our two sister institutions, University of Bridgeport and Fairfield. We need more and more. We do need some physical changes. I think that some of the physical changes I'd like to see are a Student Union, that when we get up to those 1800 - 2000, as a separate building, I'd like to see a separate theatre so that we can develop Claude McNeil's programs. I think these are the areas where we need to have change.

Let me ask you, would this cover do you think, all the changes that we need to make as you see them at the moment, in order to better serve our students in keeping with our stated objectives?

I think there are many other changes that need to be brought about but these are the big things that I would like to see. In other words, I feel that we should approach as a limit, a service of one to one. I'm realistic to know that there is no institution that can survive on a one to one basis, but I think that we should approach the concept that we have a curriculum and by curriculum I don't mean classroom activity alone. To me, by definition, I think that you share the same definition, a curriculum is the sum total of all the experiences that a student has at Sacred Heart. I think that what we should move towards is a curriculum for each student, that each student has an individual curriculum at Sacred Heart.

Instead of a program of studies as you said, there will be programs of studies based upon the individual needs. Well, I think, in fact I know that the opportunity to chat with you has been extremely fruitful for me. I could
really feel, as well as see you reliving your experiences and the enthusiasm which drove you to carry on in super-human fashion in those early days, just as it did Dr. Conley and Maurice O'Sullivan, wearing all the hats that had to be worn. I, of course, am one who feels very, very confident that Sacred Heart's future is still ahead of it and that if we can just continue to have people catch the enthusiasm which those of you had in the early days and have continued to have, that there's absolutely no question about its future. Our graduates have gone ahead. One young man who graduated from this institution is a Director of Mathematics in my home community. I find them out in the other school systems because the schools were my major interest for people who were in Education. I note, too, I think that insofar as our Study Skills Center is concerned, as we approach the 1800 full-time enrollment or FTEs, we're going to be able to insist upon people taking the benefit of the Study Skills Center.

I lived through the period when there were so many more wanting to come in than we could take care of at St. John's University that I would simply say to a student, working with the Registrar, Henry Rossi, whom you know, "We think you have potential but right now you're not ready and we want you to succeed. Now, if you do thus and so, we're going to review your case and give you the opportunity to come in." We were turning away students so it was easy to do it. And I think we'll have to also help students develop some enthusiasm, motivation which will cause them to realize that they will not get the benefits from the Study Skills Center by passive participation. Just as the staff of the Center, when we have it here, will have to give of themselves, so too, the students are going to have to give of themselves.

Now, I'd like to say just one word about the minority groups and the way they've grown. You made a point that they just weren't even finishing high school which was very correct and an interesting thing. I wondered about that when I was Superintendent of Schools in San Francisco, and I had a study made by my Secondary Schools Division, to find out why these people dropped out, particularly the blacks who came into San Francisco in great numbers. I found that it was really economic. Even though public secondary education is presumably free, it costs a parent money to keep a child in high school. There are a lot of activities going on. The student wants to participate in all of these activities. Parents want them to do it. But, when there occurs an economic letdown, we know that most frequently it's been the people with the least education and our minority representatives in those occupations who've lost out first. When they lost out they weren't able to do these things for their youngsters.

Well, I'm very, very thankful that these minority groups have banded together and they're getting certain rights which are theirs. I mean that as children of God they have these rights to benefit themselves, benefit their families. I think we're going to see more and more of these people from the so-called minority groups coming on and being able to avail themselves of educational opportunities. I, for one, think that Sacred Heart has done a wonderful piece of work in this area and I think it's been extremely fortunate that it's had a person like you heading what I still call Student Personnel Services. My background makes me do it, because you can see that talking
about educating the whole student means educating the total personality. You've been able to see the total personality and I think no matter what the student's background was, what racial group he might come from, you were able to look at him and see another Christ in that individual and that made you want to go to work and help him, which you did. I think Sacred Heart's indeed fortunate to have you. Long may you reign.
Dick, as you know, we're trying to get together a history of the university and one approach appeared to me to talk with the people who were here from the very beginning and who, undoubtedly, have in their heads many things that aren't present any place in the reports. If we're going to have a history of Sacred Heart that will be read, we are going to have to get some of the blood, the sweat, the tears, the humor, call it what you will, that these people experienced as the university was being established. Now, you have been close to the library from its very inception. I know in some of the reading I did in past years in higher education, they always gave that anatomical reference to the library as being the heart of the institution and I think it is. But I would like to have you just chat off the top of your head, as you will, about the library facilities, the very early ones and then as they developed. Also, tell us something about how the first collection of books for the library was secured.

Okay, good, that's a good way to start. I was, I guess, the third or fourth employee of Sacred Heart... Well, I came along with my predecessor, Mr. William Ready from Marquette. The two of us came out here in 1963 about three months before the school opened and after I was interviewed in Milwaukee. But, my first contact with Sacred Heart was when I appeared in, I guess, late May of 1963 and met Dr. O'Sullivan over at the Merritt-Parkway Motor Inn where Mr. Ready and I stayed. We then came up one bright, sunny morning to see the Sacred Heart Campus and I was most impressed, seeing the potential that the facilities had. Well, that day I went in and took a look at the library with Mr. Ready and we looked at the former high school library which is now the Center Lounge, and met Sister Barbara, the Librarian, then and now at Notre Dame High School, and worked out almost immediately a good working relationship with the high school people which was so important in those first days. Before I began talking about the library collection I should just note that Mr. Ready went to Europe that summer on a buying trip and I stayed back here beginning work in about mid-June, I guess, and we split our responsibilities for the summer in terms of purchasing a beginning collection. I was responsible for developing a reference collection which I did by purchase in New York and opening up accounts with dealers. I ordered equipment and supplies and began interviewing staff. He, meanwhile, went to Europe and spent an initial capital fund, I believe, of $25,000 and bought widely in England, particularly, and also bid on the continent in new and used books at very reasonable prices, particularly in the fields of literature and history. Those collections started coming in then in early fall and that formed really the basis of our library. In terms of facilities, we then met our needs by sharing accommodations with the high school library. We split it in two halves and it worked out quite well for the first couple of years. There was ample room for both operations. We set up our offices down in the basement of the building adjacent to what became the first Student Lounge. I can still recall it and once in a while my nerves will still jangle because almost immediately after the school opened in that fall of 1963, a record player appeared on the premises and although Rock N' Roll wasn't quite as raucous as it became later, it was bad enough. So, for a while we had custodianship of the record player, too, which was perhaps our first audio-visual enterprise. That was for our own protection rather than for educational values. But we survived a number of moves in terms of offices during those first years and gradually, of course,
the high school moved out and we took over the entire Center Lounge in about
two years, and we were purchasing about $50,000 worth of books a year for
the first number of years. Consequently, we very quickly outgrew the capacities
of the Center Lounge and added a couple of classrooms as well for periodicals
and for reserve books. So before this new building was completed we had, if I'm
not mistaken, three classrooms in addition to the main Center Library, in what
is now the Center Lounge, and besides that, two offices, so we had taken over
quite a bit of the main building. I must say that the administration was
always very cooperative in determining for us where we put in these temporary
structures so, in spite of the fact that the building was somewhat inadequate,
we were able to maintain service fairly well during those first years. As I
was saying, the administration here was extremely helpful in terms of providing
facilities in temporary quarters. But, the major assistance was in the very
early commitment to building a separate library building or at least to build­
ing permanent library facilities, because for a while we did consider the possi­
bility of an addition to the main building. I think it's remarkable, and I've
said this many times, that in 1968 only five years and one or two months after
the founding of the institution the kind of building that we're sitting in today
could be completed. I think that's a record that is extremely unusual in higher
education and shows that here there was much more than lip service given to the
concept that the library is the center of the university. I think truly it has
been the center here in terms of that kind of support.

You spoke of the first collection of books and how they were secured. Tell
me a little about your library staff. How it was made up.

At the beginning there were just two professional librarians from Marquette,
Mr. Ready and myself. But very quickly after that we did hire additional pro­
fessional help. We were very fortunate in hiring a professional librarian, Mr.
Charles Larkin, who was semi-retired and who was willing to work at a main desk
position, really doubling as a desk attendant and a professional librarian and
performed well for us for a good number of years, four or five years in that
position and was very helpful to students. We were able to give students
better service than normally would be the case. We also rather innovatively
used a couple of area women who were proceeding to acquire their Library Science
Degrees and were able to work with us on more or less a full time basis but
still have enough time to be able to complete their degrees, after which they
went on to other jobs as professional librarians. But we were, there again,
getting almost fully qualified professional help at very reasonable cost so we
had excellent help during the early years. We tried a goodly number of ways
of saving money while still performing these necessary clerical functions. We
used work-study people frequently. For a while when the high school was still
in the building we used the high school typing classes to perform some of our
catalogue typing. We have always had a good history here, of excellent student
help, a number of whom have gone on to Library Science Degrees now, including
one girl who went to the University of Chicago to become our first graduate in
Library Science... I think she was in our first or second graduating class and
therefore one of the first graduates of our school to go on to an advanced
degree at so well known and established a school.

I understand the story of the cataloging can be both interesting and humorous.
I'm not sure I know which particular reference . . .

Well, one time you were setting it up as it should be set up and then Mr. Ready might have a little different idea and you'd come back to find things changed.

Normally, not all professional librarians agree on the same things but he had a number of ways of taking short cuts which perhaps in other institutions would work, but he and I didn't always agree on the particular methodology. There's one case in which I wish we had begun with a different classification system, and we'd be in the Library of Congress System instead of the Dewey Decimal System. This is a decision that could have gone either way, I suppose, and is not necessarily all that important as far as the student is concerned, but in terms of future library cooperation and automated library processing we'd be a little bit ahead if we were on the Library of Congress System. But Mr. Ready is perhaps the most interesting person I will ever work for in that he is part librarian and part leprechaun and I think occasionally that the two qualities mixed. But, as you probably heard, he bought a collection of books, another European collection this time, not by visiting over there, but he purchased these books through the mail. It was called the Father Lopez Collection. I'm sure you've heard of this, a collection of some ten thousand books basically in theology but also in history, art, archeology, and a certain number in architecture. Some of them are sitting in the room where we're taping this interview, as a matter of fact, a number of rare items. Father Lopez was a Catholic chaplain at Cambridge in the nineteen hundreds who passed away, I believe, in the late fifties and his collection was offered for sale by a British book dealer and Mr. Ready bought it. It was shipped over here in two huge metal containers to protect the books from warpage. They were extremely well packed. They were packed first of all in paper wrappers and then the books in their wrappers were packed very tightly into Royal Artillery gunner boxes which were nailed shut and the those were packed into two huge metal containers, shipping containers, which must have been about perhaps a thousand cubic feet, 10x10x10, something fairly close to that. These were, after much negotiation with customs and with the truckers, shipped and arrived. We had them delivered to campus and they were dropped, and they were dropped quite literally, on the front doorstep, the parking lot in front of the school. One of them fell off the lift truck from such a height that it went through the pavement and was tilted on edge for awhile until we were able to pry that out. Well, we had quite a job of opening them, opening the artillery boxes inside and then having lines and lines of students unpack them, sort them out, and finally we incorporated a number of them into the collection, after considerable delay. Since the early days of the library in which we had nothing and could buy anything, our buying philosophy has changed almost totally, and currently for the past six years or so purchase recommendations now come from faculty members. We have cut our bulk purchasing down to an absolute minimum, because now we do have a good basic collection and we have to be very careful what we do add and what we do add now are titles recommended by the faculty. This has been true for the last six years.
I suppose that's more apt isn't it, too, to encourage greater use of the library by the faculty themselves ...

Ma That's my point precisely. The book they recommend is the one that will be recommended to the students.

I ... Yes, and they in turn see to it that the students utilize the library and just don't use one textbook for the course.

Ma That's right. Well, I have a couple of ways of encouraging library use on that basis, if we can digress on this for a minute, and that is we draw up the allocations of the book budget every year with a sub-committee of department chairmen, and department chairmen are very jealous of their funds. One of the prime factors used in this allocation is the amount of circulation of book figures are kept, compiled in my annual report and reviewed every year by the sub-committee. When a department shows a remarkable decrease the budget will tend to reflect that, so there's a built in encouragement this way for student book use. Unfortunately, some years ago somebody took this bit too literally and had students in one particular department check books out, not to read them but simply to take them out to raise the circulation, then return them the next day, which I thought was observing the letter and not the spirit of library procedure.

Well, it just seems to me, I don't care what the level is, that if we're going to encourage, even on the part of little children and particularly college age students toward life-time learning, that we've got to encourage use of the library. I know that sometimes my point of view bothered school librarians, when I was in public school administration. I wanted them to have good classroom libraries but I wanted also, from the very beginning, as soon as children were old enough to have a library card, to take them there to get a library card and encourage them to make use of the public library. If we didn't my fear was when they stopped using these classroom libraries on either the elementary or secondary level they might stop using libraries, and I felt then we were not proving true to our responsibility if we did let that happen.

How did you finally get the library catalogued? Have you gone over from the Dewey Decimal to the Library of Congress System?

Ma No, we have not converted. We've considered it with library committees but it's a very expensive proposition, and libraries which are converting now tend to run dual systems for a goodly number of years. In a research library I think it would be important, but in an undergraduate school I don't think it has that same importance. Our hand may be forced eventually as I mentioned, once automated systems are developed to such an extent that it becomes financially feasible for us to do that. I think at that point we'll be able to get this conversion done automatically. That's what I really am waiting for now.
This would not be a good time to make that kind of conversion.

I lived through the throes of that at St. John's University when they were starting.

Well, they've moved into really a research library and then they had to do it.

As a matter of fact, we were told by a Visiting Committee that we should do it.

That's right. At that level of library depth I think they pretty well had no choice.

Can you tell us something about the changes that have come about? We've referred to it a bit, how you get the things done and also a little bit on how they can be evaded. I'm not interested in this part of the history, how it can be evaded, but the changes that have come in library utilization by the students and faculty. Do you want to re-emphasize that in any way?

...In 1926 when I took over as University Librarian I instituted a system of record keeping. It was quite a bit more detailed than had previously been true here and so from 1966 on I have good comparative figures showing the level of library use. In 1968, Fall of 1968, we moved into this library building, and the year before that just about every square inch of space in the old building, in the old library in the main building was used. That always is a deterrent to circulation. When we moved in here, in spite of the fact that for a month or so our books were in transit, all our new books were packed up, and there was a period of about two weeks when no one could get anything out because we were moving. In spite of that our circulation increased by 25% the first year and increased again another 20% the second year, a total increase of about 45% for two years, showing the effect of the building. I think that although since then it's leveled off as has our enrollment, in fact our enrollment has dropped since those days, our per student circulation, our per capita figures, indicate that there's always been a slight increase from year to year showing I think the fact that the collection has continued to grow. It's a library truism that when the collection is larger and more detailed, circulation tends to be spurred, so we've had a good increase in circulation. It's not up to what I would like to say is ideal.

These figures aren't published. I have some method of telling what's happening in other schools because currently I'm finishing a study commissioned by HECUS, on academic library cooperation in southwestern Connecticut. I'm in pretty good command of this kind of information now and our circulation is pretty close to that of the neighboring independent schools, Fairfield University and the University of Bridgeport, and exceeds that of the neighboring two-year schools. It still is not what I would like to see. I think again the major impetus for circulation in libraries is through the faculty. I can see that so very clearly every year. I think that we are seeing this year a greater amount of use of other kinds of materials, records, film strips and that sort which we've been
collecting in greater numbers now, and I think the book circulation is holding at about the same again, so library use may change in the sense that we may find greater emphasis on other kinds of supplementary materials.

One thing that I think is quite exciting and it's intrigued me here, particularly when I've reflected over the years, about the town and gown feeling between the community in which the institution is located and the institution itself, is the utilization of the library by the community, its availability for the community.

Well, that is a rather unusual situation here. Back in Milwaukee the public library was about four blocks in the downtown area from Marquette University's Library and there was no interaction at all. That's changed since then. But, at that time, twelve years ago, a Marquette student, unless he was a Milwaukee resident, could not use the public library and no resident of Milwaukee could use that private institution's library. I think those days are clearly over. Again, referring to that HECUS study, almost all of the academic libraries in Connecticut as far as I could tell, and certainly all of the ones in the HECUS Area, have some access to the collections by outsiders. Sacred Heart has really been in the forefront of that in that we've been able to develop means of access for community residents and high school and college students because we feel that our collections, within limits, can be well used by members of the community. The limits of course are such that we are not inhibiting the work of our own students. They have to have first call on all materials and we have worked this out fairly well. The amount of community use has built up over the years and it's extremely healthy here now and I think we'll see more of that in the future that will involve the academic libraries as well. That's going to be very complicated and may not come for a couple of years, but there are many, many more books in the academic libraries in Connecticut than there are in the public libraries so it would be really quite a wealth of material that would be available, but Sacred Heart has been in the forefront and I think that there's good cause for that because we are a commuting college. Our students aren't coming from elsewhere. They're coming from these areas, and I think we respond to community needs more closely because of that.

I can recall one occasion when I was here working in the Education Department a student coming in, a Bridgeport or Fairfield resident who was attending Storrs Undergraduate School of Education and who had to do a unit of work. I directed her to come over here to the library, but told her that once she received permission to use the library to go into the Instructional Materials Bureau and materials there would help her prepare the unit of work. She came back to see me a couple of days later and said, "Gee, you know this is great." I'm always glad to hear that kind of reaction. I think it builds a rapport with the community to have a student like that from another institution out in the community in which he lives, telling that this institution was helpful...

That's right. Even beyond the practical result of perhaps getting a transfer or two because of this, most students who come from other campuses do so during
vacation time and the materials are here, the building is open and there really is no reason why they shouldn't have access to this material. All in all, to generalize perhaps a bit, we have much less trouble getting materials back from these privileged people, who understand that it is a privilege to use the collection, than we do from our own students who take it as a matter of course, so we're really not endangering the collection to that great an extent by opening it up to outsiders as long as I said before, our students get first priority of use of the materials.

We have a book store now. I know it's under a separate manager but I'd like to know a little bit about the early operation of the book store. I'm asking these things because when I chatted with Chancellor Conley about some of these things and when I showed him the list of things I wanted to ask about, he made a couple of suggestions, one of them being, and he had a good chuckle when he said, "Well, you ask Dick about the early operation of the book store."

I can try to forget about the early operation of the book store. You can imagine what a hectic situation can result when a new institution opens and even though there are only 175 students they have to get their textbooks and even though there are only 15 or so faculty members who are ordering these textbooks, they're still not reporting to work until the minute before school starts. Then the final factor is the fact that no one in the publishing world has ever heard of Sacred Heart University and so we had to open up accounts, order materials on the phone most of the time, order rush orders. Meanwhile, a lot of our materials ended up at Sacred Heart grade school down at the other end of Park Avenue and sat there for a few weeks because nobody was at the grade school and this kind of experience was extremely interesting. I had no real previous experience with book stores but of course I had worked in terms of library use... or worked with publishers, so I was somewhat in a good position to develop the beginnings of the book store. The first sales were fascinating because we were all learning. I remember Dr. O'Sullivan would probably testify to this and would remember it very well because on our first book store day when we set up the line and the 175 students went through and bought all their materials, at the end of that day we totaled and tabulated the cash register and we checked out to the penny, which probably was the last time that ever happened in the history of the school - a good amount of risk in making change. But, the book store's a full-fledged enterprise now as so many things are. But the excitement of developing these things for the first time was really I think a great privilege for me to be involved in those exciting early days of the school. A lot of things went wrong but strangely enough a lot of things went right, and the curious thing about it was that every time you came into the school, every year, it was like coming into a different institution. In that the first year with 175 students and a handful of faculty members that was a different kind of experience from the second year with six hundred and some students and 30 some faculty members and all the way up to the times when we have well over a hundred faculty members here. There was a real excitement in those growth years of course and a lot of decisions had to be made very quickly and sometimes without enough time to reflect properly on them, but
certainly nobody ever thought that this was a dull place to be.

I would agree with that. You also had responsibility, didn't you, for the use of audio-visual aids?

Ma Yes, there was some development and that one is still over in the other building. It seemed like the logical thing to do and it really is the two-year school model in Connecticut in which the library and A.V. are combined, and it makes a great deal of sense. When we moved over to this building then the physical separation made it impossible to run the audio-visual enterprise along with the library and then it was set up separately, but we had just the beginnings of an A.V. operation. The focus of it was on the use of film, film rental and that sort of thing, overhead projectors, tape recorders, nothing very sophisticated, no closed-circuit television or anything as they do have now, but it was you know an interesting experience again. I learned a lot personally that way. I learned a lot about equipment, and now in the library we have a goodly amount of use of it in this building, of relatively sophisticated equipment and I certainly hope its use will be expanded.

Getting back to facilities that we talked about, do you feel that in a four-year institution it's feasible, or is it the proper place in which all of these teaching aids, including audio-visual, should be at least coordinated and directed.

Ma Yes, I think that physically it can be managed and if financially it can be managed, that may be more of a key to it than the physical situation. It certainly is logical. There's an overall goal that I've noted in some annual reports here and other places which I think is extremely important, and that's that the library exists to bring recorded information together with the person who needs it at the time that he needs it. We used to have that same goal in mind when we referred to it as bringing the reader together with the book he needs. Well, now I think we've tended to broaden that expression. It's recorded information which can be any kind at all, slides, film strips, films, videotapes, cassettes, everything, and when it is coordinated I think the big advantage of that coordination is the fact that the faculty member is only one point of reference. The faculty member is the person who has to use the imagination in his classroom of knowing when he wants to broaden that kind of expression of his subject material to the students, when he needs audio-visual support and he should only have to go to one person or one location to be able to obtain lists of what's available, to obtain the equipment and someone to operate the equipment when he needs it in his class. Ideally, that should be true you know located in only one place and that can be true in a four-year school. However, I found it true, in the ones I know, that in the larger universities it tends to be set up in a separate operation because of the immensity of it. Every type and piece of equipment travels from building to building. There's transit damage and loss. In a location such as we have where we have only a few buildings with the bulk of the instruction going on in one building, then it's
logical in schools such as ours to have it centralized in the building where most of the activity is taking place. We do here at Sacred Heart is we move the software. We move the records, the film strips and the slides around but the equipment as much as possible stays in one place and I think that's a good situation here. If we had many smaller buildings we might do it a somewhat different way, so there again I don't think we can develop that really ideal situation here. But we've been able to work it out in such a way that there is good cooperation and the faculty member still doesn't have really too many places to go; which I think is very important.

I

Yes, I think it should encourage them. One other thought, and I'm still staying with audio-visual aids. What of doing more in-service work with faculty; should more in-service work be done with faculty on the utilization of these aids?

Ma

As much as possible, the only way a faculty member will start incorporating A.V. materials into his classroom I think is by seeing it work in an ideal situation himself, and that's happened this year a goodly number of times. It happened very recently here with a sound film-strip showing this morning. That's about as recent as you can get. The faculty member was so delighted with the way it worked out we scheduled two others for the remainder of the week and this would not have happened unless the particular demonstration was successful. Faculty members are very pleased in general to see the amount of material that can be used and the reactions of their students, but the minute a bulb blows or a machine breaks down or a film is late in shipment, then there's a setback. Then it becomes difficult to reconvince them of the value of this equipment, and that's understandable. Any time you use machinery it's bound to go. There's no question about it.

I

Much of the research that has been done shows that there's greater learning and longer retention upon the part of the student of what is learned when use is made of these materials than when it's just the lecture system.

Ma

All right, when it's proper usage, and there's not over dependency on it. If the material is the right level. On the other hand, if it's material that has been produced primarily for use in elementary grades or even secondary grades sometime and is shown on a college level, there can be loss, great setback because of that, so that's what I mean about having professional assistance to the faculty member, someone who can sit down with him and decide what material can be found, what level it is at, someone who can work out with him a very close program of audio-visual support. It's a prop. It should be nothing more than that, and it will never replace the lecture but it certainly can supplement the faculty member's work, complement it very well.

I

I have a feeling that for those people who are going to become teachers, we should acquaint them with the materials they're going to use with their youngsters in the schools.
That's right. This is what we're trying to do now in the instructional Materials Center. This year we're using the $5,000, the bulk of the $5,000 Title II money which we did receive after a two-year hiatus. We'll be using that money for development particularly of the Instructional Materials Center and what we're trying to do there is have on hand at least samples of every kind of software across the disciplines so that there are film strips in science and mathematics as well as in the humanities. We can't get everything here. We're a small school but we can certainly get samples so that the student teachers here, in their education courses, will gradually learn to incorporate this material here and they will convey that when they go out into the classrooms, because certainly these days youngsters of grade school age, must have continued exposure. This television generation isn't going to take to education unless it challenges and excites them and it has to be of a certain quality because they're used to a certain quality. A lot of the materials that are being produced now in elementary education are of extremely high quality, and we now are able to choose the best of them and have them available here for our student teachers. So, I think it's going to be a good program.

I Wonderful, tell us something will you about the University Archives you've been responsible for trying to develop.

Ma They're just in the very, very beginning stages and we're trying to pick up materials now from the early years from each of the offices of the university and organize them. We've done a little schematic of how they will be organized by office and have them available in the vault over in the main building so that they're in permanent record there. We've done some of this already. For instance, the student newspaper has been placed on microfilm so that's available now in that kind of a permanent record and that's what we're attempting to do there.

I Well, you've been very, very helpful. Now, looking back over the years that have passed and trying to foresee somewhat the future, what changes do you feel need to be made, what additions need to be made, what do you foresee for the future of the library at Sacred Heart?

Ma That's a fine challenging question because it really fits in with what I have been thinking about lately and that's much of what we've been talking about. We need in this particular library building a further sophistication I think of getting materials to the students. We need new depth in kinds of materials. We've been talking about audio-visual support and that's really the kind of material I'm talking about. Our basic book and periodical collection is very sound now and I think we also need an expansion in our professional staff, if we can afford it, our reference staff, so that we'll be able to help our students get to these materials. I think they're here and now it's a matter of being able to work with them on individual assignments. But I think the main thing that's going to happen in the next number of years, maybe the next ten years, and this is at the top of my mind right now because of the HECUS Study that I am working on, is going to be linkages with other libraries and
with other kinds of information sources so that we'll be able to go beyond any individual library, be able to tap the resources of the other libraries and agencies in southwestern Connecticut and beyond, and through the state and nationally. The technology is almost here. One of our neighboring libraries, Fairfield University, is now producing their catalogue cards on a computer terminal in their library which is tied into the Ohio College Library Center in Columbus, Ohio which give them automatic printout of catalogue cards, and we'll all be doing that in a number of years. We have a delivery van now that links all of the academic, almost all of the academic, and public libraries of Fairfield County and that is now coming in twice a week and presumably that rate will be increased as inter-use is increased. We've received a Public Law 140 grant of $8,000 which this library is administering to develop the periodical collections on microfilm of the private university libraries and extend those collections and services to the students of the public universities in the area, Housatonic, Norwalk Tech, Norwalk Community College and the others. All of these cooperative measures are showing that the wave of the future I think will be expanding our resources not by having every individual library buy as much as it possibly can. The heyday of funding in the sixties is long over, but expanding them by making access to other libraries available to the students of all units. I think that we're coming out of our sort of ivorytower isolation even in terms of public libraries cooperating with academic libraries and vice versa so I think we're going to see that kind of revolution taking place now in the rest of the seventies and making these materials available to a larger public. A good parallel to that, to finish on this, I think is just how we now see education no longer as being a four-year isolated period usually between eighteen and twenty-two. We have students here who are of every age, come part-time, full-time, merely for one course or sometime full time. The differential between day-time and evening student is tending to fall by the wayside too. I think we're tending to see education in a different sort of way, that it really is a continuous process. Well, I think the library is responding to that as well by opening it up to members of the community. We've responded to that kind of need and that will definitely continue, so what I see as our primary goal for the next number of years is to expand our collections mainly by going outside and linking our collections with those of the other libraries in the area.

I

Well, you've been very, very helpful and I think this material is going to be very valuable. Now, are there any things that have occurred to you that I haven't asked you about that you'd like to mention.

Ma

Well, I really have to emphasize, Herb, one thing, and I've done this in talking to other people in public and that is the really unique situation here in terms of library support from the beginning and consistently throughout the brief history of this institution. I think that, as I said, many universities pay lip service, it's become a cliche that a library is at the heart of things but there are so many schools that have built gymnasiums long before they ever thought about building a library and that has not been true at Sacred Heart, not to take anything away from our excellent basketball team, but what has been true is the recognition of the need of developing library facilities, services
and collections here, and support has been forthcoming from the beginning and it has been maintained and I think that's a real mark of strength of the school.

I think it's also perhaps a tribute to the great interest that Dr. Conley as the first President had in academics and his appreciation and realization that if you're to have a fine institution and a fine school you had to have a fine library.

That's right. That's exactly what I mean, that top administration from the beginning has been concerned with that particular goal and achieved it in five years which has to be some sort of record. I don't really know but I can't think of any kind of school that has developed a library which has received as many compliments in the scholarly world as this has. If you've seen the accreditors' reports, two different accreditations, the library has received superb marks of praise from them. To do that in five years I think is remarkable. I know of no other institution that has been able to do that.

Well, giving great credit as I want to and do to Dr. Conley and believing that one should be given his flowers while he's still able to smell them I think that the accomplishments of Sacred Heart's library have been due in no small measure to the quality of its professional leadership in the person of Dick Matzek.

I appreciate that. Thank you.
Dr. Anthony Pinciare
Preparing a history of Sacred Heart University and wanting it to be a human document, we're talking to the original administrators, the original faculty and some of the original student body. We feel that they're carrying around in their heads information that would be very interesting in writing the history of the University and I want to chat with you about it, getting your reactions to certain of these topics that I've put down. I'd like to start out by asking what led to your interest in Sacred Heart University?

Well, actually, I think it was a two-fold reason. Number one was that I wanted to return to teaching which I had left to go into industry and secondly, I was fascinated by the idea of a completely lay, or a lay type institution. From the administrators that were chosen to lead the University I felt that we were going to be creating a very exciting institution and a unique institution and these are basically my two reasons for coming to Sacred Heart University. I felt that there was going to be a forward looking institution, an institution whereby I would have the opportunity together with the other first members to be able to lay the foundations for new traditions at Sacred Heart University, rather than being sort of curtailed by traditions which had already been established prior to the start of the institution.

What were your first impressions of the facilities, the plant, the library and your colleagues in the original faculty?

My first impressions, my reason for returning to teaching and to commencing my teaching at Sacred Heart was not really dependent upon the facilities that were present, my enthusiasm was generated by the fact that I was going to be sort of a building stone for a new university and I felt that facilities would come with time and we've seen a certain amount of that occurring. I thought essentially the shell of the building and the facilities were very attractive but with the enthusiasm of the original administration and faculty, I think we could have started this University in a barn and I still think it would have been a success. Facilities per se, originally we had one or two classrooms and this was really not the particular aspect that was impressing me to come to Sacred Heart University. It was the enthusiasm of starting a new university and the enthusiasm of my colleagues that came to the University with me. With respect to my colleagues, most of us were very young but the enthusiasm and the overall devotion to starting an institution and making it go I don't think could be paralleled at any other institution. I think this general commitment to this university I doubt if we will ever see again in my personal opinion.

Do you mean in this University or perhaps another as well?

Yes.

With respect to the library facilities I think we all recognized the fact
we weren't walking into a 100,000 volume library to begin with, but there again there was an opportunity for us to make contributions to the development of a fine undergraduate library. The challenge of it all I think contained a certain amount of excitement that I have never experienced myself before and I have continually tried to retain this excitement in the years since that time.

With respect to the student body, I think our early student body was a fantastic group of young men and women. There was a spirit that existed among that student body which is very difficult to put in words. They had the same enthusiasm for the institution that the original faculty had. There was a sense of being an initial part of laying the foundation for a future university. With respect to their capabilities, I think that we realized that in the first few years of the institution we could not be as selective as we wanted to be but I think we made provisions for this. I think we made the Associate Program for the students that we felt could not do the B.A. Program. We had different programs and I think the amount of the rapport between the faculty and the student was one which was really responsible for many of these students who had latent abilities to bloom, because there was a tremendous amount of interaction between faculty and student. In every faculty member's office, which at that time was a one-room facility, you very seldom would find a faculty member sitting by himself. He was surrounded by students and the students had a very, very fervent desire to learn. I could comment a little bit further. I've mentioned something about the faculty-student relationship. I think that the administration-student relationship was also one which was indicative of, not the late sixties. I think the initial rapport between administration and students, there was again, enthusiasm for providing for our students the facilities that the administration could provide, a means by which they could become an integral part of the University and feel as though they are making contributions to the future of this University.

Speaking of Administration-Faculty relationships - in the initial years I wouldn't even put a dash between the two of them because I felt that there was really no great strain between the administration and the faculty in the early years. The administration was faculty in my own eyes at that particular time. There was no strain between the administration and faculty in the early years because we were all involved with one common effort, and that was the success of Sacred Heart University. The difficulties that did arise between students and administration in the sixties were similar to the difficulties that arose throughout the nation. There was this cry that every campus throughout the country was experiencing and I would still say that our situation here was handled quite adequately.

Insofar as faculty participation, planning and policymaking were concerned, again this participation increases as the institution matures. When you have a very small faculty the faculty is constantly participating in some form or other, it doesn't become formalized until the structure of the University becomes formalized. You have a greater number of faculty members and a greater number of administrators and then at that time you're planning for a full-term University. In the initial years we were one year at a time, and this is
how our planning was going. We were growing so rapidly that it was very difficult to make plans and still carry on the everyday functions of the University at the same time.

With respect to the curriculum offered, I may be considered an old academician but I still feel that the curriculum we offered at that time was providing a student with a better education, a more Liberal education than we're doing at the present time. I think that we're now seeing the results of this cry for relevance and how institutions are now looking back and starting to analyze what they have done to education in the last three years. I would not be surprised, and I will make every effort to see a return to a curriculum which was almost very, very similar to our initial one, because I think time has tested it and I think from the success of many people who've gone through this curriculum, we should be very careful in changing for change sake.

"Yes, liberal education is really the education that makes men free... When it isn't liberal something happens to freedom."

Correct. And I think that we're going to see this, I know I'm going to make efforts to have a re-evaluation of our present curriculum.

About interesting highlights, in the first few years - I think there were so many. I think that every day we were faced with a new adventure, the planning of the future of the University. What I thought was a coming of age of Sacred Heart was in March or April of our first year when we had a convocation with respective leaders and presidents of colleges and Board of Trustee members, and to see the auditorium just overflowing with parents and students was such a rewarding evening. You have to remember some of the history. We took over this institution in a climate of sort of mixed reaction from the public and in the early days, of course, there was a great deal of skepticism about our success. People in the area would often make comments such as, "Don't buy a house because you won't be here very long," and it was very, very encouraging to see all of these parents and friends of the University gathering for that evening. It gave me a feeling that we were helping the community, we were doing something because we have seen these parents turn out to express their thanks to us for starting this institution. Another of the highlights was the letter from the Pope commending the institution on its inauguration. I think this was an extremely important highlight, and the developments of the University, the increase in enrollment, the spirit that was developing at the University in the sixties, between 1963 and 1967 and 1968. There was this constant new challenge and new happening at the University. My own personal part of the institution in Chemistry, the development of laboratories, the development of new courses, the additions to the faculty. I think to see the faculty grow to the size we did was all a highlight in the institution. The library building I think was another extreme highlight that we all took pleasure in seeing develop. There are many, many highlights. I think I could go on and on and on if I were to
sit back and dwell on everything that's happened in the last eleven years. But in the first few years I think that every day was a highlight insofar as we were then planning for the future of Sacred Heart University. I think when you're planning for the future of an institution that you expect to be around for many, many years each day presents a new challenge, to provide the facilities and the faculty for the students who will pass through the doors.

With respect to what we should be doing to better meet the needs of our present student body in keeping with the objectives of the University, I feel my remarks concerning the curriculum apply. I think a return to a liberal arts curriculum would be in keeping with meeting the objectives of the University. I think we have to be extremely careful of the pragmatic aspects of education. As the conditions and the needs in society change so very rapidly we can completely invest money in one area, though I didn't want to get into the monetary aspects of the University, and then find ourselves sitting with a bomb.

I think the purpose of a university is to teach a man to think and a curriculum should meet this need. I think this training in specific areas is fine as long as it is kept within the framework of the Liberal Arts Program.

I

That is, having the Liberal Arts Program as really the foundation for these practical things?

P

Yes.

What would be the most pressing needs? I think these remarks probably could be aimed at every institution right now. One of the most pressing needs right now is with respect to the financial aspect of the University and I have expressed this not only here in this meeting but with other people. I find it very difficult to accept the fact that we are making the strides that we should be making in the area of development. I feel that in order for this institution, as a private institution to continue on, we have to develop outside sources of income. The present income that we are receiving is mainly through the State. How long this will last, how much we will continue to get is a big question since the communities themselves are pressing for more money for their own public education. I feel that we have to gain the acceptance of all of the industries in this area and all of the people, to impress the people with the value of Sacred Heart University so that they will be willing to contribute financially, or in any other way, so that we can continue to meet the objectives of the University. That is one of the basic, I think, and the most outstanding need of the University. You can increase tuition only to a certain extent and beyond that you price yourself out of the market. I think this is one area we have to be very careful of, the institution was set up with the purpose of providing a college which a student in the Bridgeport area could attend without putting a very serious financial problem on the family. I think we've got to maintain that because if we continue to raise our tuition we will not be in the market as they say.
How is the present student body as compared with the first? I think that with respect to spirit I must say that the first student body would be very, very difficult to compete with. I think that despite our reduction in size from 1700 or so in 1968 to the 1200 at the present time, I must admit that there was a greater student spirit when the institution was 1700 students in the early years than there is right now where there are 1200. I think the student involvement was greater at that time. I think I could gather a feeling of commitment of the students to the University. I'm sorry to say I can't gather that same feeling right now. The feeling I get of the present student body is one that I would expect at a very large institution, one of 10,000 students and I don't know what the basic reason for that is.

Do you recall anything about the student activities in those earlier years?

Yes, I think in the early years - for example, in our early years we had intramural sports. We had involvement with some form of newspaper. In fact we even went into JV sports. There were no such things as the fraternities and sororities, but there were clubs and the clubs were very, very active and they were essentially clubs to aid the image of the institution. There were a certain number of plays that were performed at the institution with Dr. Lee and Len Seeberg. The activity was greater. I can walk through the halls right now at 3:00 o'clock over in my building and it is similar to a morgue. In the early days I don't remember this. In other words there were students around, there were faculty around. It was alive institution. There was more student faculty participation and activity going on. I don't see this right now. This could be due to the separation of the physical plant. I mean I'm in one part of the building and I don't know what's going on in the other or in the library, so this may be due to my own confinement in one area of the building, but there was a great deal of activity. At that time there were a great number of things that had to be done. We didn't have a large maintenance staff. We didn't have the facilities that we have at the present time and it would be nothing to see fifty students helping unload books for the library or unload chairs. Now this may not be viewed as being an activity but I think it does give the feeling that the students were willing to do this. They were glad to be able to help an institution out at this particular time and I think this made them feel a part of the institution. They were aiding in the building and aiding in the development of it. Everything was a new adventure. In other words, we had no backlog. We were building and right now we don't have this same spirit, we're in that period where-by we've leveled off and maybe the opportunity isn't there for the student to be involved but it was very, very exciting.

What are your impressions of the rate and number of curriculum changes?

As I remarked before, I think that we have to be very careful of changing for change sake. I think to forget the past and only be concerned with the relevant is really a contradiction because the relevant today becomes the past tomorrow.
We would be hypocrites to even try to assume that we could prepare a relevant course because things are changing so rapidly. If a development were to occur today and we were teaching this course scheduled for tomorrow, we would not be really teaching the relevant but the past. I think there's a great deal to learn from the past, the foundations of education were developed in the past. I don't think that we can forget the past and just rely on the present contributions that are being discovered. It's very difficult for me to accept the change in curriculum without a very, very thorough study of the effects of this change. I cannot see a wide over-encompassing change. I can envision experimental courses in a very minimum order, in a thorough study of the effects of these rather than completely changing a curriculum without any feedback on that.

In other words, there should be some pilot programs and they've got to be very carefully evaluated.

Yes, I have always indicated that one of the basic problems that I have seen at this institution, and I'm not restricting it to here, is that before a new program is started or a new course is started that there be a very thorough study of this. I think we've seen the effects of some of the programs that were started here. I think we've seen the Honors Program which in principle is a fine program, but I don't think there was time given to the formulation of what an Honors Program should be. We've seen other programs developed without any research in the area. We're scholars. Before we do anything we should research it and I'm afraid that what happens is that we start a new program without researching. The program is ineffectual and the results of the program are that it dies and we have an expenditure of funds for nothing, in the long run.

I recall that we started our Honors Program at St. John's. We had a Faculty-Administration Committee at work for a long time and then they came up with proposals and these proposals had to be defended before the entire faculty and then as it was being tried out, there were monthly meetings for evaluation of it which I think was all to the good.

Talk as you will about anything, any concern that you feel about the University or any thoughts that you have for its improvement.

One of the problems that the institution is facing is similar to the one that most private institutions are facing right now, and this is a drop in enrollment. I think we first of all have to develop means by which we can reverse this trend and with a discouraging enrollment picture I think one of the things that has to be maintained is an attitude of positivism. We have to express a positive nature, a positive attitude with respect to this institution. Unfortunately, I'm sorry I have to feel unrestricted and I have to say that I have not seen this evidenced. I feel that there is a negative type of attitude that exists with respect to this institution. I feel we have to have more faith in what we're doing here and I think we have to have more faith in
the future of Sacred Heart University. I think it exists but I feel that there is this negative attitude that is expressed by some personnel. Incidentally, these personnel actually should not be expressing this negative attitude because they are in very high positions at the institution. I feel that one of the basic things that has been lost which was existing in the early years of this institution both by administration, faculty and students, and this was commitment to the institution. I cannot gather the feeling of the presence of this commitment to the institution. I cannot gather the feeling of the presence of this commitment. This institution was built on the commitment of the initial administrators, on the commitment of the Bishop of the Diocese, on the commitment of the initial faculty and I think that this commitment has to be regained for this institution to continue on and to be a success. There has to be a feeling of positive attitude towards the future of this institution. We cannot let this period right now where private education is undergoing attack continue, no attack insofar as we experienced in the sixties, but insofar as the financial problems of private institutions are concerned. There has to be, and this is the only way in which Sacred Heart will continue to exist, a complete commitment of all administration, faculty and students. Commitment is achieved by a realization, by people feeling that they are contributing to the success of this institution and the carrying on of this institution. There cannot be this individualism which has continued to grow at this institution. There is no longer a collective effort being given by the entire institution and I think we've got to gather this back, and have everyone realize that there is no distinction among administration, faculty and students. We must have a commitment to the institution and to the future students that will come into this institution. Now, I think that's what I feel has to be regained in order for Sacred Heart to stay in the picture of education.

I shudder at the thought of not regaining this commitment because the effects I think are showing now. I don't want to start expressing a negative attitude which I feel is being expressed right now. This is my one unrestricted statement which I feel is the basic problem of this institution right now. The segmentation that has occurred, to a certain extent is expected through departmentalization. But I think there has to be this genuine spirit for the institution, and whether or not people think this way anymore I don't know, but I feel it's the only way in which an institution of our size and committed to being a commuter institution whereby we are serving a region of a state, is going to survive.

Tony, I want to thank you very, very much. This has been a very interesting interview for me. I thought I knew Sacred Heart pretty well but I've been learning a great deal about it as I've talked with those of you who were the original administrators and original faculty. I think the contribution you have given here today is a most valuable one and while it will appear in the written history of the University, it's something that should become part of the current and present thinking. With all the talk of the Five Year Plan, to my way of thinking there should be also a one year plan and those really interested should in the future of Sacred Heart University should act upon some of these suggestions.
I

What led to your interest in Sacred Heart University?

Mai

This is what led to my interest in Sacred Heart University.

It just so happened that I was visiting Evelyn Conley. I was over at her house in Milwaukee having dinner and Bill called her to tell her that he had accepted the Presidency of Sacred Heart University. He said to her, "Will Marcella teach French and Spanish at the University?" He was aware that we were arranging to move East and Joe that week-end had said that he was looking for a house in Stamford, Connecticut. He'd been looking on Long Island. He'd been looking in New Jersey and everywhere under the sun. He'd been living in New York at that time and working. So I said, "Does he mean it?" She asked him and he said, "Yes."

Later on we went out to dinner. Joe, of course, was away. Evelyn, Bill and I went out to dinner and clinched this thing. I, of course, was very happy about the opportunity because I'd been getting back into the Language field for several years. I spent about fifteen years at home with my children and then gradually began to get back into the field. I had done some work organizing a FLES Course at Shorewood Schools in Milwaukee and it worked out very well. I was very happy to do it, very excited. It was one of the most exciting experiences of my life, really beginning to teach in college.

I

I think, too, it was a happy choice made for the people of Sacred Heart University. When you came here what were your first impressions of the facilities, the building, the library and the colleagues whom you met on the original faculty?

Mai

I've been trying to look back to those early days and think of my original impressions. Certainly, we had the true spirit of community. We had our offices all in one room you know. I used to call it to myself, I don't know whether I ever told anybody else that, the gypsy camp, because we had a coffee pot there and people were always bringing sandwiches, and of course we had no other facilities at the time. The high school students were in the cafeteria and people were always bringing sandwiches and coffee and fruit and various other items leading to a not too neat looking place but certainly there was a lot of activity there. Of course there are only two of us left of the original faculty, two of the actual teaching faculty. We were different in those days. Things were much more structured. I think teachers were expected to correspond to a stricter image than they do today.

I

You mean more squares.

Mai

Right. And then there was, of course, Father Brazier whom the students called Father Brasierse. When he first came to the United States Father was kind of a free wheeling priest who somehow seemed to be able to do pretty much what he wanted. He was 6'10" I think. When he first came to the United States someone tried to enroll him on a basketball team but he didn't have the facility. He used to wear his cassock and in the warm weather he wore Bermuda shorts under the cassock. A very neat effect. He taught in an
extremely scholarly manner, so much so that I don't think anyone ever really learned to say a word of French in his class but learned something about French literature, sort of a scholar of the old school I guess.

I What was his field? Was he also in Theology?

Mal No, I don't think so. It was French. He had studied in France.

I How did the library impress you?

Mal The library, of course, was minimal. We managed to do pretty well though. Of course Dick Matzek who was as always the essence of cooperation, proceeded immediately to order the basic things that we needed.

I He's an outstanding person in my book.

Mal Yes he really is a fantastic person, has been all the way along in an extremely quiet way. He never tries to make himself important and still his very excellence creates a reputation.

I He's so good he doesn't have to try to make himself important in my opinion.

Mal And not only is he good but he's so very satisfactory in responding to the needs of the school. I think one thing I wish all of us could do is to put more students into the library. That's something we keep trying to do but I somehow don't think we try hard enough.

I I used to when I was here as Department Chairman, say to the faculty, "Give a bibliography and give assignments which force them to go to the library."

Mal We must give assignments which force them to use the library. I think we do it but somehow I don't think there's quite enough push there.

I It's the responsibility of a college to get students to the point if they're going to become really lifetime learners and become scholars, to learn to love and use the library. Even when I was in public school work and I was a strong exponent of fine school libraries, I used to always say to teachers, "As soon as your youngsters are old enough, take them to a public library to get a library card, because the time is going to come when they're not going to be where the school library is and if they are going to really read and continue to learn they're going to have to have been taught how to make use of the public
library." I feel the same way about the college library.

What was your impression of these other colleagues that you had? I taped one this morning, Tony Pinciaro.

Mal Tony is a gem. He's solid - always has been. He's a rock of Gibraltar.

I might add, I wrote a note because I knew I couldn't have them here, to Bill Kilbourn and Alan Reinerman, whom I was happy to learn is at Boston College, and also one to Larry Skane. I invited their comments for inclusion in the History but received no reply.

I'm sorry we lost them. They were all very good. It's one of those things, you can't keep everyone. Circumstances occur and opportunities arise that take them away, but I think it would have been fine if we could have had all of them stay.

It has occurred to me that coming into a new institution which this was, starting de novo, that faculty members had to be people who felt a sense of dedication or the school never would have gone on as it has.

They all did have a sense of dedication and that's why the whole thing was so exciting. Without Bill Conley's excellent organization and ability and his working together with Maurice O'Sullivan and John Croffy as a team, I don't think that any other group could have gotten the school off the ground in the manner that they did. I think they did a fantastic job.

I was at a dinner meeting. It was the retirement dinner for Commissioner Bill Sanders, retired Commissioner of Education, and I met a man I hadn't known personally before. I knew of him and he said he knew of me. He was in the State Education Department at the time that they had to pass upon the starting of new colleges. We were chatting at the dinner. He said, "If you'd been at Sacred Heart in those days you and I would have gotten along well together." I said, "Well, I'm sure you get along with most people and I try to." Then he said to me, "Now I can tell you this. Of all of the heads of private colleges in Connecticut I thought Bill Conley was tops." Then he said, "Don't tell him." I said, "I'm going to tell him, because I think people should get their flowers while they're still able to smell them."

That's true.

How did the student body impress you?

"Well, the first year we had some amazingly outstanding people like Maureen
D'Ursi for instance in the student body. We also had some calculated risks that failed to pay off, unfortunately. I think that there was quite a sharp drop. I don't know whether you have the figures there but of the people that entered I think there were like 165 and quite a few of them were dropped at the end of the year. Now, those were people - it was not a mistake in admissions at all I don't think, because every case was examined with care and every person who was admitted had something that led the Admissions Officer to believe that success could have been theirs. But, I think there were some of them perhaps through bad study habits or insufficient motivation that really didn't carry on. It would be interesting to know what finally happened to them.

I've taped Bill Dean as one of the first students, not as Director of Admissions and he said he felt that it was a matter of motivation on the part of so many of these who didn't go on.

Mal

Yes, it was lack of motivation because they did not have the basic ability. Most of those that dropped out were people who had poor high school records, but showed the capacity to learn. Some of them we were able to carry on and to introduce to the joys of learning and others just simply didn't take. Who knows what happened?

I have a feeling that a lot of these problems with these students start back in the elementary schools when they weren't taught how to read properly. I am referring to what I call work-type reading in the primary grades. If you taught elementary school you'd know what I'm referring to. They'd never been taught how to read to find the answer to a problem, how to read a paragraph and get the main idea of the paragraph, how to pick out supporting details, and those are all necessary study skills when these students get on to high school and to college. I think many of these problems started back in the elementary schools where they were just given a reader and probably a little phonetic drill, told to stand up and read and then sit down. It was the school's responsibility back there to do it and they didn't.

Mal

I think in general faculty-student relationships were excellent. I think John Croffy should be given recognition for his marvelous relationships with his Math people during that first year. He was able to relate to even the poor students. Now, some of the rest of us related well to the good students but found it difficult to relate to the poor students. But he really did. He somehow found a modus operandi with all of his students. I think that maybe in the years that have passed I've learned to do this, too. I can relate to all of them now, but at first it was difficult. It's hard for me to give you a comparison because I've changed so much myself. I think I've grown a lot and changed a lot so that what I say now is Marcella Malloy of today speaking and not the Marcella Malloy that began to teach here. And of course the whole world has changed.

I

What was your reaction to the curriculum that was offered?
I think it was excellent. It was certainly not tremendously varied, but for a school the size that it was, I think it was excellent. I think the students felt it was excellent.

It gave a good foundation in Liberal Arts, Liberal Arts to make men free.

Frankly I think the schools are going to swerve back to more required subjects as the years go by. They're going to find that we're in almost too permissive an era right now, I think. I feel that personally, because right now the way that so many institutions have been going, I think they're seeing the error of their ways.

The college offerings are merely an educational cafeteria in some institutions. I wouldn't want to see it become too rigid. I wouldn't want to go back to the complete rigidity of the past but I think we could do with a little bit more structure.

What do you think we should be doing to meet the needs of our present student body?

I mentioned the use of the library which we need to encourage more strongly than we have in the past, constant use of the library. I find it hard to peer into the future, I really do. I just finished doing the projection for programs. I suppose that we really need to become closer to the community. I think we need to make every effort to draw closer to the community, both schools and the social groups, businesses. It's not easy because it's tremendously time consuming and scholarship itself is tremendously time consuming. But I think we need to at least keep that in the back of our minds and do everything that's possible to establish a closer relationship with the community.

About the present day student body, again it's hard for me to say because of the fact that I'm dealing mostly with the upper division students, but I do have a beginning class. I find they're not eager to work hard, they're not eager to study a lot. Their attendance isn't the greatest. At the same time they are very open and receptive, and in the affective domain they seem to excel. They really are interested in the language. They're motivated - they seem to be. That is, the ones I have. I suppose that's partly the result of dropping the requirement, as little as we approved of dropping the requirement. We would like to see every student at least have the opportunity to experience language on an academic level. After that, well, if it turns out that the language turns them off then we would allow them to leave. We don't want to keep them captive for any considerable length of time. I don't think scholastically that they probably compare with our previous students. They're extremely likable.

You mean the non-language majors.
Mal The non-majors are what I'm talking about, not the majors. I'm
talking about this one Spanish I class, Spanish I and II, the first year
classes. But, then again as I say, how much of that is the change in
myself and the way I approach them. It's hard to say because I was
certainly at the beginning far more rigid in my approach than I am now.

I think the rate and number of curriculum changes probably came too
fast. That's the feeling of many people. - Yes, and we really won't know
until a couple more years have passed what the implications of all this
will be.

I Well, some of the feeling I've gotten from people is that it would
have been better had we tried some pilot programs and carefully evaluated
them and learned from our evaluation of them what to do before we threw
the baby out with the bath water. But the times were such that it was
really difficult to do anything other than what was done I think. It was
the climate. There was clamoring for change.

Mal Right and we certainly went along.

I I want you to feel free to say anything you want to.

Mal Well, my ten years at Sacred Heart have been among the most marvelous
years of my life. Working for and with the members of the Administration
here has been a tremendous experience, a real growth experience for me.

I I think your having been here, Marcella, has been a great thing for
Sacred Heart as an institution and also for the students who were here.

Mal Whatever I could do I've done, I feel.

I I'm sure you have. In fact, I would label you as Mrs. Chips.

Mal That's a good one.
William Dean - First Class President
As you know we are working upon a history of Sacred Heart University. It's my feeling and I think that of the Chancellor and President, that we want it to be a human document, the feeling being that people really make institutions. As a member of the first student body and a student body leader chosen by your fellow students, I'd like to have your reactions to certain points, but I don't want you to feel you're bound by these points. Let's start out by letting me ask you where you attended high school?

Strange as it may seem, Dr. Clish, I attended Boys Notre Dame High School which was started in 1957. I started with the opening of the new Boys Notre Dame High School, went four years there and graduated in 1961, so that my tenure in the building so to speak really has been since the very first day it was opened.

You have had a continuing tenure in the building.

That's right.

Tell me, why did you select Sacred Heart for your college education?

Well, after I graduated from high school I had to go to work as my mother was a widow and there really was no place for me to go to college except perhaps the state colleges, which I hadn't even considered at the time. I worked for two years. I had known Monsignor McGough and another very good friend of mine by the name of Father Edward McCall. Both of them were part of the beginning of Sacred Heart, especially Monsignor McGough. He came to me knowing that I had an interest in going on to college and suggested my being part of the first class to start Sacred Heart. Obviously, if Sacred Heart had not been instituted I would never have gone on to college.

That answers the question I had in mind. I think that indicates one of the great things about Sacred Heart, which I feel is a grand and glorious idea, and that great credit and tribute are due Bishop Curtis for having seen to it that this institution came into being. I have had a feeling that there were many of our students, had this institution not been here, who could not have gone on to college.

Absolutely, not only because of the fact that there was no place available, it was just the fact that Sacred Heart from its very first days was instituted to create an opportunity for all kinds of students, including those who had not been particularly motivated in high school yet were ready to be motivated and to be turned on to education. They were then given the opportunity because of the nature of the school, its openness to all kinds of academic students and the kind of faculty that was willing to accept the challenge of this kind of a student. So, although it was in most cases an economic situation in which students were looking to Sacred Heart, it was also a matter of academics; that they were willing to try to motivate students.
Let's chat a bit about the student body offices you held because you impressed me when I first met you as the type of person who couldn't help being in student body offices.

Thank you. Well, I had been involved in student government and several different activities at Notre Dame High School so it was kind of a natural thing for me to do, even at Sacred Heart, and I welcomed the opportunity to get involved with other students. It's not so much the office that you're holding or anything like that, it's the matter of being involved and working with other students in a leadership capacity. I know that one of the great pleasures I experienced at Sacred Heart was my fellow students. I thought they were just outstanding people and accepted me and made the leadership roles that I was to play very easy to handle because it wasn't a standoffish kind of a situation. I was the Student Government President for the Freshman and Sophomore years and I think that I came to the forefront only because I was out of school for a couple of years following high school. In my Junior year I didn't do too much. I was more concerned about firming up my academics. Then I turned back to being Senior Class President in the last year because I felt I wanted to be part of the leadership of creating new traditions in that last year. With the people that I had helping, since the Senior class was so small, less than 70 students, it was not a very difficult thing to do to lead those kinds of students and to be really a part of them rather than somebody separate from them.

Those were the Student Body Offices that you held then.

That's right.

I understand that you carried on some part-time work while you were here at Sacred Heart and I think in asking this I'm trying to show the various facets of our student body. Will you tell me something about some of the part-time work you carried on?

Well, again with the University being so small and so many of the administrators carrying on so many different duties, wearing so many different hats, a few of us as students had opportunities to work closely with them in some of the administrative offices. I was on a scholarship, and part of my scholarship responsibilities included working with John Croffy who was Dean of Students and Director of Admissions, Dean of Women, Dean of Men and everything else at the time. I had an opportunity to work with him on a part-time basis and I really feel that was one of the great opportunities and experiences I've had, certainly in my short career so to speak. I was involved in working in the Admissions' Office and Registrar's Office taking care of different duties that had to be performed, filing, etc. It gave me an opportunity to know Student Personnel Services and John was more than willing to share his experience with me. There were other students also in the Book Store and other offices who had the same kinds of experiences and I think I wouldn't be where I am today, if I hadn't had the opportunity and if John Croffy hadn't been so open to sharing with me the kinds of things that had happened to him.
You wouldn't be there either if you hadn't made the most of your opportunities, let me suggest, because one can go through and not have too much rub off on him during the experience. Luckily, I think at Sacred Heart it did rub off on to you.

If I could add just one point, I think that willingness for me to be open to those people was the fact that I respected them, the fact that a handful of people could come together and create a university and establish it so quickly and yet so well, certainly led me to respect them and be open to the fact that they were experienced individuals. They knew what they were doing and so I took their word and watched what they were doing and I think that's why I was so open.

Bill, let's have some of the reactions from your point of view as a student. For instance, the initial curriculum that was offered when you came here.

Well, again with the University being so small the variety of offerings and the curriculum were highly structured and had to be, so that the students coming in were in a sense restricted to the kinds of things they could do. Yet, I don't know of too many students, at least friends of mine, who really found that to be too stifling, so much so, that they would have wanted to change schools or universities: I think they made a real effort in the first three years of the University to bring into the University outstanding faculty members to immediately give a wider variety of choices. Yet, again I think the important element here was that they didn't try to overdo that. In other words, the attitude right from the beginning was let's do well with what we have rather than trying to spread ourselves too thin to the point where the students and University as a whole would have been hurt. So I think with what they did have they did an outstanding job and gave the students within those disciplines, which numbered only four or five, a real opportunity to study them in depth and give quality education in each of them. I think that was much more important than trying to move too quickly in too many areas and spreading ourselves too thin.

You've already touched upon the fact that some of the students who were here at the beginning and were accepted for Sacred Heart were those who hadn't while they were in high school, been thoroughly motivated and made the most of their academic opportunities there. Would you want to add anything to that point; telling us a bit about the attitudes other students had as you knew them, towards the institution.

Well, I think it's interesting to see what has happened and it's continued to happen at Sacred Heart. I think I used the word unmotivated rather than
poor students because I think that's really the condition or the status at that point in time a number of us were in. I think the student who really is highly motivated in high school is probably an exception rather than the rule, so it's then a matter of when one moves into the college scene that the faculty he finds there, teach him to appreciate education. I think that's what the faculty at Sacred Heart did with a number of us because we were at the brink of going either way. We could have fallen apart as students or we could be turned on. Some of the people that I remember had difficult times. They had to take courses five days a week. They had to meet instructors after the class was over. They had to, in some cases, repeat courses, but the patience that the faculty had and their interest in what we were doing was what eventually made a number of us good students. Again, I don't think that Sacred Heart really deals with the most outstanding academic students in the world, but somehow after four years the finished product looks pretty good. Now, in my own capacity, if I may jump to that just quickly, I think that the philosophy I try to preach is that it is not so highly important what a student looks like when he enters but what he looks like when he finishes, because everyone is interested in the finished product. You know no one buys a table with three legs on it. They want four on it. So, I think the true test of an educational institution is the finished product. I think we have produced that product now and I think part of my class and the subsequent classes are an example of that premise.

Give me a little bit more if you can about the attitudes of your fellow students toward the institution.

Well, again it would fluctuate. I think the overall attitude was always a positive one. It's strange because it's like being in the forest and you can't see all the trees at the same time. So there would be issues that would come up that would change one's attitude about the University or an experience would occur that would change one's attitude. But in the long run, and again in retrospect, from talking with alumni now who were my fellow classmates at the time, they would say we appreciate now what was being done because there were questions such as accreditation that came up. We didn't understand the fact that a school could not be accredited until it had two graduating classes. So there was that frustration going on. The fact perhaps that there was a limited curriculum. These are all parts of growing pains, but for those who are going through it and sort of bearing the burden if you want to put it that way, they sometimes did not understand what was actually taking place at the moment. So, I don't want to present an entirely rosy picture. I think we have to be honest, that there were many occasions when faculty - student relationships that were a little rocky. There were administrative - student relationships that were rocky, but again it's a matter of what do you do when you fall down. You pick yourself up again and you move on and I think that's what we always did. People could feel badly about things but in the next week or the next month we were right back pulling together again.

They probably saw the fact that what the institution was trying to do... something you said earlier I think, was give them quality in what they gave
them rather than to spread themselves so thinly that they had quantity
but quality could be missing. That would be a very easy thing to do. In
other words, you know you can get frustrated by boundaries and the next
thing is give me a little more freedom, give me a little bit more. Then
the wiser people have to come in and say well we will make the judgment
here and make the decisions. To take an adolescent at seventeen, eighteen
or nineteen years of age and ask him to make decisions such as those criti-
cal ones I think is being a little bit presumptuous. You have been a part
of allowing students to have a voice because when you arrived on the campus
you believed in that. But, again its the acceptance of the wiser people
coming in as the advisers in the situation and I think that's what was
occurring in the first few years. There were demands by students but there
were also boundaries that had to be imposed.

What do you recall about the student activities from the point of view
of number and quality, that sort of thing?

Then, you really get to the point of quality versus quantity because
most of our events, if you want to make numbers the criteria for success,
were disasters; but it was an effort again in a struggle to organize student
activities and to get students involved in things outside the classroom.
Again, you're talking about a commuter situation where so many of us were
working part-time, and students still are, after school, evenings, week-ends,
etc., so to get students committed to student activities during the day,
after school, back at night was not an easy thing to do. If one reads that
as apathy, I think he is misjudging, but there was always a nucleus of stu-
dents who organized the things and hopefully it was attractive enough so that
other students would get involved. We were a very close group, the first
couple of classes. Activities were supported and a good time was had by all
so to speak, but we got involved in dances, mixers and back then it was re-
cord hop type things you know.

We tried to develop an athletic program. We had a very fine basketball
team that very first year. I think we had about 17 wins and 8 losses in the
first year but yet no one knew Sacred Heart. Nobody knew we were good, even
then. Clubs and activities started to develop; pockets of interest so to
speak, as President Kidera likes to refer to them were created. The radio
station developed; the Obelisk, the newspaper, all these things were first-
time situations for students and you can't expect a student to spread himself
too thin. So most students picked out one or two things they thought were
important and stayed with them.

This was good because it gave more students an opportunity to have lead-
ership experiences than they would have had. I've always felt that in both
secondary schools and colleges, based on my own experience, we tend to over-
work a few students. That's why I think this diversity of opportunities is
so great because it gives more students an opportunity for leadership or an
opportunity to fall on their faces; and as you said pick themselves up and
Well, to start with the faculty - student relationships, even to this
day I think they are very strong. I think there is a respect, again per­
sonal relationships developing there, I think part of our own identity as
students would be what the faculty thought of us, what did we think of the
faculty? I still bring this up on occasion because I was always curious as
to whether or not we, as the first students at Sacred Heart, were getting
as good an education as we would have if we had gone outside the state or to
some of the prestigious colleges, if you want to call them that. The only
persons I had to go to with that question was the faculty because they had
come from some of those colleges. I always felt very reassured by the fact
that they would tell me they were teaching on the level that they were taught
at Marquette, at Seton Hall or other colleges that they had come from, so I
felt I was getting that kind of education.

Now, again going back to the initial point of the need for a strong
faculty - student relationship for the benefit of the student essentially,
but I think it also gave the faculty member a sense of identity. In other
words, he was more than just the person who came in to us at 8:00 o'clock in
the morning and 9:00 o'clock in the morning. He was someone you could go to
as a friend, whom you would invite out socially to your home to talk, to have
social contact with so to speak, and I think that's been maintained all through
the history of the school. But, I don't think there will be a time that
faculty - student relationships will be nearly as strong as they were in the
first couple of years because we depended on them. We had no senior class.
They were our advisers. They were the people who told us what college was
really like and so many of them are very good friends with us now. I think
that's an attitude that you yourself project and I think it's an attitude.

Jumping to the administrative level now, I would say that it's a friend­
ship relationship and all friendships are based on trust, belief and respect,
and I think that's what has been established here.

Now, again, administrative - faculty relationship, is a natural conflict
situation. It's inborn I think, but what you do with that situation is
important and whether you're going to have peace in the household and people
are going to be able to get along together is a matter of what you do with
conflict. I think what we have done with conflict here has been able to
maintain respect, maintain open communication between levels and has kept the
household happy so to speak, and productive. I think even then those were
the roots. Dr. O'Sullivan, Dr. Conley, John Croffy, these people would bring
themselves down to a level of communication comparable to a student, to a
faculty member, without them thinking they were doing that, without being
conscious of it. They were just doing it because they as people wanted to be
that way. So I think if you put all three of those elements together, and it
certainly showed itself in the days of conflict in the late sixties, the fact
that somehow out of all that could emerge a University Senate that had a
tri-party representation and that had communication with all levels. I
think that the basis of that started in the very first days with the kind
of relationship the administrators wanted to have with faculty and faculty
wanted to have with the students.

It was very interesting to me when we were having unrest here because
I lived through the turbulent days at St. John's University. Compared with
that, Sacred Heart's, - - ours, was a Boy Scout Picnic. I happened to have
been the only Dean who had his office in the building where the action took
place, as a rule. Even there I felt when we were setting up our Senate
that they made a great mistake because: they were not having students partici­
pate. I think that has changed since then, but it was interesting to watch
here. When you said conflict - you get a conflict situation - faculty-adminis­
tration, that I always think as kind of a transference from the early days
of labor-management relationships. I can recall one time a Board of Education
member who was a very able man working with me in San Francisco asked, "What
causes them to have this attitude?" I said, well even though you're a high­
powered attorney, to the faculty in the schools, you represent management.
You've got to have that situation. I believe all you can do is try to work

I would imagine the most interesting highlight was the beginning of the
school itself, number one. The fact that we were operating out of four
classrooms moving among 1800 high school students and operating out of a
very small lounge in the basement, if you can consider that a highlight, it
was, the very first days, the very first year. The Charter Night was a big
thing in my mind. That was again one of the more official nights that we had,
when we received our State Charter. Then the eventual growth of the University
from 173 students to full take-over of the entire plant. I think that year
and my senior year when we were finally established as a University in a
building by ourselves, I'll always remember, coming to school that year and
realizing that Sacred Heart really had arrived.

Accreditation was a big thing for me. I was really proud to be part of
that and it was one of the highlights of our career. Then the Ten-year cele­
bration was another big highlight, looking back over the first ten years and
all the events we had at that time. The first graduation was a big thing,
the first ceremony, all the events tied up with that. The first time we had
a class night when we, the first students honored the Founding Fathers so to
speak, of the school. It was our way of thanking them for what they had done.
I remember you had talked about Bishop Curtis and his courage in founding
Sacred Heart, and what it meant to so many of us. I can remember saying in
giving him an award that night that I thought he belonged in John F. Kennedy's
book, "Profiles in Courage" because it was a unique idea and step that he had
taken in a very difficult time. You know it was not well accepted, the found­
of Sacred Heart and establishing a diocesan college in a building that had been
erected to be the first real diocesan high school. It took tremendous courage
on his part to do that and then of course Dr. O'Sullivan and Dr. Conley coming
in to help him with the situation was a big thing. Those were the things that
really stand out I think.
Give me some idea of what we could be doing to better meet the needs of our present student body in keeping with the objectives of the University. You're in a very unique position to do this, having lived through those early years as a student and now being in the Admissions Office; also the counseling you did with our freshmen students.

Well, I think number one, we have to keep doing what we have been doing. That's important, and that is to keep the strong faculty-student relationships going, to keep the administration concerned about the needs of faculty and students. I think, too, taking a continuing temperature of the University, especially with the students. What are the needs of the times? What should our attitude be toward different programs that we're going to develop? What are students asking for these days? Keep ourselves open to the fact, even in our short history, that we've had things change, that things are different and that students might ask for different things now. I think students are more sophisticated on this point. They're asking the kinds of questions that perhaps we took for granted just a few years ago. What is the value of a college education? What am I coming here for? What am I going to do when I finish? What is the value of investing money in an education? These kinds of questions are being asked of me in Admissions and I think the University as a whole has to keep these things in mind.

Particularly so, since you can't tell each one that he is going out and get a specific kind of a job when he is finished and his income over the years is going to be increased by this amount because of college. I always felt in my years of college and university work that we missed the boat when we didn't try to help students understand that what we were doing together with them is going to make them more interesting people to themselves and to others and enable them to lead fuller lives, not necessarily always a dollar sign.

Well, again, many times, again I'm not putting down adolescence, but to really convince a student coming out of his senior year in high school that his four years are going to be that growth situation, you certainly want to make him aware of that, but I think he learns that in the process of going through it; but it is a matter of constantly keeping contact with that student so that he doesn't lose sight of what his goals are. I'm a big believer in responsible decisions and goal setting and everything else that's involved in keeping a person productive. I've said this to so many people.

The nature of our student body is that 60%-70% of our freshmen come in undecided about what they're even going to college for, or what they're about to do or what they think they're going to be doing. So constantly throughout that time of indecisiveness it's important that there is a person here or people there, who are constantly saying to him, "Let's reevaluate; let's talk about it; how do you feel right now; what are your goals; do you have any at all? " You can have goals while you're undecided. It could be to find out why you want to be more decisive about things and I think that's our problem, to help them in this area.
Let's talk about the Freshman Advisement Program which you conducted so ably, would you develop that? That was something that was paid tribute to by our Accrediting Committee when it visited.

I appreciate that. I thought it was very important. I think the attitude that we had and we still have is that a freshman coming into the University needs to have contact with an adviser of some sort. Now, again that program at the time was a continuation of orientation. It was socially oriented, yet it was academically oriented also, because in those first weeks of a college experience one is looking for answers to questions; one is curious about what is going on. You're experiencing several different teachers at the time and you feel uneasy about different things. If there isn't someone there whom you can focus on and go to and ask questions about those things, you can make some very bad mistakes. You can drop courses. You can change majors. You can leave the University without ever having spoken to anybody. That was the initial reason to have this program and we thought it was successful. I would like to see it extended through the whole first year so there is a constant contact with the goal setting, so that students understand where they're going and what they're doing, because again with 60% of our people coming to the University undecided it is terribly important that they feel a sense of identity. If they don't, I think they might make poor judgments and feel that Sacred Heart is not the place for them, whereas it really is. It's just the fact that they're confused about what they're doing. I think with the kind of situation we have here with 1200 to 1300 students and a closely united group that that contact should be available to them. I think that's the difference in a private university versus a large state college, the fact that you are providing for those students, people and resources that care about them and that are available to them. Yet they will not take advantage of them if they don't realize they're there and whether or not you lead them to those sources. I think that's what is important about a freshmen advisement program.

I Individuals differ; I think you implied that and some need more help than others in growing and maturing and that's where the good faculty member or the good administrator, whatever he may be, who has a feeling of empathy for the students and their problems, and in whose company the students feel at ease can do so much for them. I've felt that long after the students have forgotten some of these pearls of wisdom that we faculty members try to pump into them during their college years, they will remember these great human contacts and the influences they had upon their characters and I think made them better men and women because of these human contacts. Bill, peering into the future what do you consider to be Sacred Heart's most pressing needs, if you want to look into your crystal ball?

Again, I think it's a matter of once again reassessing what we are, what our purpose is and establishing certain needs that we feel have to be met and I think that is a constant evaluation process. I don't think that we could say right now what we're going to be ten years from now. We just have to be what we're supposed to be right at this moment. With a young University I think
you can get trapped into establishing yourself too quickly, in trying to identify exactly what you are, based on what you were five years ago. In other words that might be completely different right now. The fact that we might have to say we are going to be a school of 1,000 students; we are going to be a college that is trying to do something for just that number of students, just as if you were starting all over again and re-establishing constantly just what those needs might be. I think there is a purpose for Sacred Heart.

There is absolutely no question about that in my mind because people talk about glorious experiments. I think Sacred Heart has been a glorious experiment and that we can lead on from one thing to the other. I think that all students should be able to continue on in their education to the point that whatever their capacities might be, they're developed to the optimum degree. I can recall one time having a conversation with Mortimer Adler who has been a friend of mine for many, many years. When he came out to San Francisco to start the Institute for Philosophical Research on a Ford Foundation Grant, he and I were eating lunch together one day. I said to him, "Mortimer (he was the Great Books exponent at the University of Chicago), "what I would like to do is take you down to one of my high schools, (this was in San Francisco, we didn't use the term inner-city in those days,) and put you in with a group of either slow or reluctant learners and let you start your Great Books Program to see what would happen. I would just try to get myself out of the building before the roof blew off." He looked at me and I said, "Do you really think they could benefit from it?" He said, "Yes, I can illustrate by likening these students to different types of containers. You know, if you're trying to fill a container with fluid and you take something like a milk jar, the fluid goes in relatively easy, but if you take something like a bottle that has a very narrow opening and start to put it in, you're going to have some of it get in and some will not get in at all. But whatever gets into that narrow opening is going to be good for them."

While assisting in the recruitment and before becoming Director of Admissions and currently in your present assignment what are the reactions you received and are receiving about Sacred Heart University from Secondary school Guidance Personnel and prospective students themselves? I got reactions which led me to put this question into the outline as I went around visiting in the schools where we had student teachers and at the same time hoping that thereby I might do some indirect recruiting for Sacred Heart.

Well, I think when the University was established everybody was watching. I think they wanted to know what we were doing, what this whole experiment was really all about and I think there was a great deal of hesitancy on the part of counselors and others to really commit themselves in the sense of leading students towards us. They were probably right because they have a responsibility also to make sure they're leading people in the
right direction. I think that John Croffy had a great deal to do with the establishment of good contact with these people. I think they respected him and I think he presented the University to them in the proper light; you know what the goals were of the University. I think it's been my responsibility to pick that up and to constantly keep these important people posted on what we are and what we're doing. I think that now in retrospect, when they have seen students come through the school, do well, be successful, that it reinforces the fact that there is a mission for Sacred Heart, that it is a school that is reliable and that they can recommend it to students.

Over the last three or four years with our accreditation being solidified and our programs being extended a little bit more and their knowledge and confidence in the University growing, so has their attitude towards the school. I know when I used to go out and I was with John, I got feelings that some were faking it, so to speak. In other words, they were giving us lip service. They were just giving us token students, but I feel that attitude has changed and I think John Croffy had been quite honest about it. He warned us that there were people who were giving us token respect, but he also said that there are those out there who appreciate the mission and are doing their job in leading students, in recommending that students look at us. I have tried to develop an attitude in the last couple of years that what I'm asking counselors to do is to ask their students to take a closer look at what we have in Sacred Heart University. I'm not asking them to force people to go here, to pressure them or anything like that. It's just a matter of saying Sacred Heart University is there; what do you know about it; have you considered it as an alternate and does it offer something that will be of value to you? Check it out. I feel confident as an Admissions Officer that when a student does do that and he recognizes that we have something that he could get interested in, then we're going to win him. I think that students are going to find when they do take that closer look what we ourselves have found, and this that we have a very solid education experience here. In most cases once they do that, at least from my point of view, I think we can continue to have a fine enrollment and continue to be the very solid university. High school counselors are important in that role. In other words, if they decide that they're not going to suggest their students consider Sacred Heart, or that they're going to consider Sacred Heart as a fourth rate school, then we're going to feel the impact of that, so we work very hard and very honestly to maintain good relationships with those people, not only the counselors but the community itself. I think every time we go out as individuals representing the University that we have to be honest. We can't be supersalesmen, gimmick type guys; we have to sell what we believe in and I think that anybody who represents Sacred Heart should not find that a difficult thing to do.

You've touched on this other before, how does the present student body compare with the first one of which you were a part?
That question strikes me as something that an alumnus would ask of me. You know, are they like we were? That kind of question comes out, strange as it may seem. Here is a 24-year old alumnus asking if they still the same as we were. As a matter of fact, I can honestly say they are in essence. In appearance they might be somewhat different. We were jacket and tie type people. Yet in quality and type of people, as we were so are they. I mean if you can put aside the extensions of the people and get into their essence, I think we are the same. We are still bringing into the University academically the same type of student. I think their interests are relatively the same. They're a little more vocal perhaps, a little more courageous than we were. Yet in their realness, so to speak, they are the same as we were. I'm very glad to see that. I think that's the keynote of Sacred Heart, the type of people that end up getting associated with it. I think when a student comes in from the outside regardless of what high school he comes from, he adopts an attitude that is the type that Sacred Heart wants him to have. I think that's a credit to us and if we are a Christian University, then I think that's where the difference comes, in the way that people interact with one another. I think that's a very strong selling point because identity and having a place is very important to people at that time in their lives. I think we reach out for them and I don't think it's phony; I think it's real and I think it's recognized and I think that's the importance of it.

I'm inclined to agree with you. I know during my years as a secondary principal when a given senior class would graduate and I'd been very close to them, I always tried to keep close to students at whatever level I was working at the time, I'd always get the feeling this is the end of the road; there will never be another class like this one and I'd feel a bit low. But the new students came in and they came along and after awhile I had to admit they were not only just as good but I wasn't too sure they weren't a shade better. Bill, do you have anything else you'd like to contribute right off the top of your head, anything you want to say. Let your thoughts run freely and take the time that you want.

Well, as I look back upon what Sacred Heart University has meant to me personally, it has given me an opportunity to get an education, and a good one. It's given me an opportunity to establish a field, a career and I think the people I've come in contact with have been a very positive influence on my life. I don't say that strictly from a personal point of view, I think I'm saying that in regard to what most students would feel their experience at Sacred Heart has been. That is, they have taken away from it a real sense of identity, of good feeling that they have gone through something worthwhile. I know I've had a little greater extension of Sacred Heart than most have had and I'm very thankful for it. I think no matter where I go or what I do in later life, I will look back constantly to those first days, my friends and my experiences, and say that it was a real formative part of my life and I'll always be grateful for it.
Bill, you have stated how much Sacred Heart has meant to you; how much it has done for you, and I would terminate this very delightful interview I've been having with you by saying that I think Sacred Heart was fortunate when you decided you wanted to come here.