

Interview with: Bryan Maloney

Marist University

Poughkeepsie, NY

Transcribed by Lola-Dillon Cahill

For the Marist University Archives and Special Collections

Interviewee: Bryan Maloney

Interviewer: Gus Nolan

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Topic: In this interview, Gus Nolan asks Bryan Maloney questions about his time as a Marist student, a middle school teacher, his work in Marist Admissions, and other positions. They discuss both of their opinions on the direction of the institution.

Subject Headings: Marist University

Marist University, Poughkeepsie, New York

Marist Brothers

Marist College Admissions

Marist College Advancement

Summary: Gus Nolan and Bryan Maloney discuss their thoughts on how Marist has grown over the past several decades. They also discuss Maloney's upbringing from childhood, his career in higher education, his fond memories of the school, views of the current student body, and much more.

00;00;03;08 - 00;00;06;03

Bryan Maloney

Take it from the top.

John Ansley

It's running.

00;00;06;06 - 00;00;11;13

Gus Nolan

All right. Good morning. Hold on [pause].

00;00;17;15 - 00;00;23;00

GN

Hello. We're talking now, you don't hear it yet? He doesn't hear me yet.

00;00;23;08 - 00;00;28;27

JA

Yeah. We're getting the levels up. Yeah. And I did a test, so it ended playback.

00;00;29;00 - 00;00;32;04

GN

Alright, okay.

00;00;32;06 - 00;00;33;21

JA

Let's take this out, then.

00;00;33;21 - 00;00;51;08

GN

Getting ready to go. You hear me now? Okay. Today is Wednesday, the 28th of June. We're interviewing Bryan Maloney, a class graduate of 1972. Good morning, Bryan.

00;00;51;11 - 00;00;52;19

BM

Good morning, Gus.

00;00;52;21 - 00;01;09;25

GN

Bryan, I just said you graduated in '72, and you were here just last Saturday for a Marist event. That's forty-five years. What is it that brings you back all these years? I've seen you here ten times a year for the last thirty years. That's three hundred times.

00;01;09;27 - 00;01;11;25

BM

Well, probably a bit more than that.

00;01;12;01 - 00;01;18;28

GN

Oh, I'm sure there is. I wasn't counting, I was just taking a shot at it <laugh>.

00;01;19;01 - 00;01;41;06

BM

Well, good shot <laugh>. But yeah. Well, I mean, since I graduated, I've always remained kind of close to the college, I came back to work here in 1979. <Affirmative>. Dennis Murray and I started the same day, August 1st, 1979, I came to work in the admissions office. When I was a student, I did an internship in admissions.

00;01;41;08 - 00;01;43;18

GN

Oh. You did?

00;01;43;21 - 00;02;01;22

BM

Yeah, with Dave Flynn. And Jim Daley was my internship partner, a classmate of mine. And by 1979, Jim had become director of admissions here and he was trying to coax me back into admissions. I was teaching down at Bishop Dunn in Newburgh.

00;02;01;29 - 00;02;03;05

GN

I see.

00;02;03;07 - 00;02;05;25

BM

Teaching, you know, sixth, seventh and eighth grade math and social studies.

00;02;05;25 - 00;02;09;27

GN

I see, oh, I didn't realize you were a teacher there. Go ahead.

00;02;09;29 - 00;02;26;11

BM

And then, Jim finally convinced me that I should please come back to Marist. And, like, I would convince myself. But since I like to eat, that you know, maybe I should, because, I was getting sick and tired of cheeseburgers every day.

00;02;26;13 - 00;02;29;00

GN

Right. Okay.

00;02;29;00 - 00;02;32;08

BM

Although, it was worth it, you know you'd make a lot of money as a Catholic school teacher.

GN

No, I--.

BM

I mean it was great, but so--.

00;02;34;15 - 00;02;43;12

GN

Yeah. So, you didn't have to--yes. All right. Back to the beginning there. How did it all start?

Where were you born and brought up? What school did you go to?

00;02;43;14 - 00;03;27;06

BM

I was born in Flushing, New York. And, my family lived in Jackson Heights at the time. And then when I was about four, we moved out to Nassau County in Long Island, Bethpage. Where I attended public school. I am in school until the middle of sixth grade when my parish opened up a Catholic school, and I had to leave in the middle of the year and go to Catholic school to finish sixth grade. Over that summer, we moved out to Saint James in Suffolk County. And then I went to Saints Philip and James School for seventh and eighth grade in Saint James. And then on to Saint Anthony's High School.

00;03;27;04 - 00;03;27;17

GN

Saint Anthony's High School, okay.

00;03;27;21 - 00;03;28;24

BM

Which was then in Smithtown.

00;03;29;01 - 00;03;35;12

GN

Okay. And then after high school now, or let's go to college now, did you go to college right after high school?

00;03;35;13 - 00;03;35;21

BM

Yeah.

00;03;35;28 - 00;03;37;03

GN

Yeah, you did.

00;03;37;06 - 00;03;44;22

BM

And I found out about Marist from those that were a year ahead of me in Saint Anthony's who came to Marist.

00;03;44;24 - 00;03;45;11

GN

Uh-huh <affirmative>.

00;03;45;13 - 00;04;09;02

BM

And, you know, so I would see them and run into them, you know, when they were home. That's how I found out about Marist. I came up and visited. I didn't get started with my college applications until late in my senior year, but I came up and visited Marist in March of my senior year, and, I just knew that this was where I was going to go.

00;04;09;03 - 00;04;29;17

GN

It was just a primitive place, still, was it not? In those years, I mean, the dormitories were, what was up yet? Yeah, was Fontaine up-or no, excuse me- was [pause] do, I'm getting them in my mind. Leo Hall was not yet up, was it?

00;04;29;19 - 00;04;33;22

BM

Oh no, it was. It was Sheahan, Leo, and Champagnat were all up.

00;04;33;24 - 00;04;34;12

GN

Oh were they?

00;04;34;13 - 00;04;37;28

BM

And. Yeah, so Champagnat being the newest, you know, so.

00;04;37;29 - 00;04;39;10

GN

Yeah, no, I see.

00;04;39;13 - 00;04;56;14

BM

And I had the great, you know, was very fortunate to live in Champagnat all four years.

Which was great because I hate cold and I hate the winter. So, to go to meals in the campus center.

00;04;56;21 - 00;04;58;02

GN

Yeah. Downstairs.

00;04;58;05 - 00;05;05;18

BM

I mean, middle of winter we could go and show up in shorts and flip flops and a t-shirt. And everybody else was coming over in winter coats and boots and hats and everything.

00;05;05;20 - 00;05;09;16

GN

Oh, okay. Who was your proctor on your floor?

00;05;09;16 - 00;05;26;00

BM

My freshman year, I lived on the first floor, East—no, I lived on the first floor West. And it was Louie Albert. He was a math professor. He was our proctor on that floor.

00;05;27;02 - 00;05;36;19

GN

You never had LaPietra, or any of the brothers in those years, did you?

00;05;37;10 - 00;05;44;13

BM

I'm trying to think. My sophomore year I think we had Brother Pat Forsyth.

00;05;44;16 - 00;05;51;24

GN

Oh, okay. Well, you didn't have the real discipline then, did you? About study only from seven to nine. Doors open.

00;05;51;24 - 00;05;53;06

BM

My freshman year we did.

00;05;53;08 - 00;05;53;18

GN

Oh, you did?

00;05;53;18 - 00;05;54;18

BM

That all changed.

00;05;54;19 - 00;06;00;14

GN

That all changed, yeah. Yeah. Okay. What did you major in while you were here?

00;06;00;16 - 00;06;02;13

BM

Well, I started as a chemistry major.

00;06;02;15 - 00;06;03;03

GN

Mm-hmm <affirmative>.

00;06;03;05 - 00;06;17;13

BM

And, I had to-you know, what I wanted to do was teach chemistry in high school, but, one of the things that I didn't take into account was the smell of chemistry labs. This is before there were fume hoods and all those.

00;06;17;18 - 00;06;18;22

GN

I see.

00;06;18;24 - 00;06;26;16

BM

And actually, you know, you could get by. You know, labs in high school were not that long.

00;06;26;16 - 00;06;27;13

GN

Right.

00;06;27;15 - 00;06;38;17

BM

It was still smelly. But, doing—when it came, starting here, you know, we had labs for three hours at a time. I'm getting nauseous just smelling the chem labs.

00;06;38;20 - 00;06;41;17

GN

So let's not go there. I got the picture <laugh>.

00;06;41;20 - 00;06;46;03

BM

So I decided, you know, maybe chemistry, I mean, I could teach something else, you know?
So—.

00;06;46;03 - 00;06;48;07

GN

Yeah.

00;06;48;09 - 00;06;54;03

BM

You know, so I switched, I changed my major to history, but I kept taking math courses because I liked math.

00;06;54;05 - 00;06;55;22

GN

I see.

00;06;55;24 - 00;07;11;00

BM

You know, so, which served me well later on when I, like, when I was hired at Bishop Dunne, as a social studies teacher, they asked me if I could also teach math, and I said, oh, sure, I was very comfortable doing so.

GN

Yeah. I see.

BM

Yeah, so I was glad I stuck with those math courses.

00;07;11;00 - 00;07;18;11

GN

Yeah. Well, high school math would be what? Geometry? Or trigonometry at the most?

00;07;18;13 - 00;07;20;19

BM

Oh, yeah. But I taught sixth, seventh, and eighth grade.

00;07;20;23 - 00;07;23;26

GN

Oh, okay. Yeah.

00;07;23;28 - 00;07;26;20

BM

You know, so. You've got the algebra [inaudible].

00;07;26;22 - 00;07;34;10

GN

Right. Did you work while you were in college? You know, on-campus or off-campus or—?

00;07;34;12 - 00;07;58;13

BM

You know, both. I mean, my freshman year, I actually hooked up with some musicians and convinced two guys who were juniors, I think sophomores and juniors, one was a singer and one was a guitar player. And they had an act going, and I convinced them that they needed a drummer.

00;07;58;15 - 00;07;59;02

GN

Uh-huh <affirmative>.

00;07;59;04 - 00;08;08;29

BM

And I didn't have a set of drums, but I knew one of the guys from my high school who was a sophomore at Marist. I knew he had drums.

00;08;09;02 - 00;08;09;12

GN

Uh-huh <affirmative>.

00;08;09;12 - 00;08;12;10

BM

So I would borrow his drums and, you know, we would play.

00;08;12;13 - 00;08;13;18

GN

Uh-huh <affirmative>.

00;08;13;21 - 00;08;20;04

BM

At some clubs, you know, around the area. There was actually pretty good money in it, you know.

00;08;20;06 - 00;08;23;03

GN

Oh, I see. Did you ever have lessons in drumming?

00;08;23;05 - 00;08;26;00

BM

No. I used to play the drum and bugle corps when I was a kid, so.

00;08;26;01 - 00;08;28;20

GN

Oh, I see.

BM

<Clears throat> Then the rest was kind of, like—.

GN

Natural to you?

BM

Yeah

GN

Okay.

00;08;30;23 - 00;08;41;28

BM

So then, and then, sophomore year, I worked for the [inaudible] food service.

00;08;42;00 - 00;08;42;24

GN

I see.

00;08;42;26 - 00;08;44;00

BM

In the slop room.

00;08;44;03 - 00;08;45;00

GN

I see.

00;08;45;02 - 00;08;45;07

BM

Where everybody returns their trays and dirty dishes.

00;08;45;08 - 00;08;47;24

GN

Yeah, I know it only too well. Yes.

00;08;47;28 - 00;08;55;27

BM

And, so we had a lot of fun there. And then, we also worked like, oh, well we had a month off in—.

00;08;56;00 - 00;08;57;01

GN

January.

00;08;57;03 - 00;09;09;13

BM

For semester break and, we worked, my roommate Bill [inaudible] and I, we worked at Western Printing during the day.

00;09;09;15 - 00;09;10;09

GN

Uh-huh <affirmative>.

00;09;10;24 - 00;09;19;28

BM

And then at night we worked security for Marist. And, you know, so we never got a job bartending around Derby. You know, which was—.

00;09;20;00 - 00;09;20;10

GN

Oh.

00;09;20;14 - 00;09;22;09

BM

Actually ideal.

00;09;22;11 - 00;09;24;19

GN

Was Doc Doherty an employee there yet?

00;09;24;21 - 00;09;25;19

BM

Um—.

00;09;25;22 - 00;09;27;10

GN

Or had he moved on?

00;09;27;10 - 00;09;29;14

BM

You know, I think Doc was. Yeah.

GN

Okay.

00;09;29;16 - 00;09;33;25

BM

And Andy Drowes was class of '68 and a bunch of other Marist guys.

00;09;33;21 - 00;09;43;23

GN

Okay. I really want to get to something more pressing at the moment, and that is, there must be—did you go to graduate school?

00;09;43;25 - 00;09;44;26

BM

I did indeed.

00;09;44;28 - 00;09;50;29

GN

And you did, administration or fundraising or what was the—?

00;09;50;29 - 00;09;55;18

BM

I got a master's in public administration, from John Jay College.

00;09;55;20 - 00;10;00;20

GN

Okay. If you, did you live in the city when you did that, or—?

00;10;00;22 - 00;10;01;10

BM

No, I lived in Poughkeepsie.

00;10;01;10 - 00;10;04;05

GN

You lived in Poughkeepsie, and went down on the train to John Jay?

00;10;04;07 - 00;10;08;04

BM

No, actually, at the time, I was working at Saint Thomas Aquinas College. A lot of them
[inaudible].

00;10;08;04 - 00;10;09;17

GN

I see.

00;10;09;20 - 00;10;28;27

BM

And John Jay had an extension center at West Point. So, that was kind of like on my way home every day. So it was, you know, okay for me that you know, to take the courses at West Point, because was on my way home. So that's where I did it.

00;10;28;29 - 00;10;57;17

GN

Very good. Let's go back to Marist again. Now, you were employed here, then, with Dennis Murray coming on board, and you were coming on board. And, what was the situation? Well, what was the need for Marist? Do we—were we struggling to survive or had we crossed that bridge? And we were doing pretty well in those years, roughly speaking?

00;10;57;17 - 00;11;33;25

BM

Well, you know, I think we were just holding our own. You know, it was 1979. <Clears throat> Excuse me. The economy wasn't fabulous, but [pause]. You know, I think, you know, Marist had made a couple of rules in previous years. I mean, one, they got a Title III grant, which was important, I think that was in '77 or '78. And, picked up, when Bennett College closed, in Millbrook, we picked up their fashion merchandising program.

00;11;33;28 - 00;11;37;05

GN

Oh, yeah.

00;11;37;07 - 00;11;49;12

BM

And, so that was a boom to the enrollment. But there, you know, it was kind of pretty lean, I mean, you know, working in admissions at the time.

00;11;49;13 - 00;11;50;00

GN

Yeah.

00;11;50;02 - 00;11;55;20

BM

You know, we were selling the school, when there wasn't that much to sell.

00;11;55;27 - 00;11;56;26

GN

Right.

00;11;56;28 - 00;12;14;03

BM

And, so it was challenging. But there was one thing that I think I know drew me to Marist immediately when I came to campus. There was kind of a [inaudible] among the students.

00;12;14;05 - 00;12;14;25

GN

Uh-huh <affirmative>.

00;12;14;28 - 00;12;27;19

BM

There was a slight feeling like, okay, we might be an underdog, but we're going to beat you somehow. We're going to, you know. Yeah. And there was that kind of a spirit.

00;12;27;25 - 00;12;28;02

GN

I see.

00;12;28;03 - 00;12;40;28

BM

When I was a student, you know, and then later on in, you know, in working here, I think, you know, that was conveyed somehow—that spirit here, when people came to campus.

00;12;40;28 - 00;12;41;22

GN

Yeah.

00;12;41;24 - 00;13;03;24

BM

So, yeah, it was challenging. But, you know, Dennis Murray had a vision. And this still stays with me after all these years. I mean, in his first addresses, you know, to faculty and staff, you know, he talked about gaining a national reputation for Marist.

00;13;04;01 - 00;13;05;28

GN

Yeah.

00;13;06;00 - 00;13;09;08

BM

But we all thought he was nuts, you know. I mean, it was like, how the heck are we going to do this?

00;13;09;10 - 00;13;11;13

GN

Get across the Hudson would be fine, you know [laugh].

00;13;11;17 - 00;13;17;05

BM

You know, I mean? So, but, you know, he you know, took a very long view.

00;13;17;07 - 00;13;18;10

GN

Uh-huh [affirmative].

00;13;18;12 - 00;13;37;16

BM

And I think, you know, he knew that he wanted, you know, some of the flagship programs in communications, and in computer science. He saw those as two huge assets. He really played those things up. And the internship programs, I think was another big plus, that he thought he could leverage. The Marist Institute of Public Opinion, he thought he could leverage that.

00;13;37;18 - 00;13;38;02

GN

Yeah.

00;13;38;06 - 00;13;47;10

BM

So, he had a pretty grand vision, you know?

00;13;47;17 - 00;13;48;07

GN

Uh-huh [affirmative].

00;13;48;09 - 00;13;59;27

BM

And he stuck to it over the years. And, you know, I give him a lot of credit, because he believed in it before I think a lot of other people could even see it.

00;14;00;06 - 00;14;01;09

GN

Uh-huh [affirmative].

00;14;01;12 - 00;14;03;28

BM

So, I give him tremendous credit for that.

00;14;04;00 - 00;15;34;00

GN

Yeah. That fits into my next question. You look at Marist, now and the contrast between the old view that we had, are we going to survive? You know, and the view now, I don't know that I could get in here, much less teach here, you know? In terms of the requirements and credentials before applying, you know? And so, you say, well, how did this happen? You know what's the transfer? I—you mentioned Dennis Murray, but no one ever came here for his courses. I mean, he's not a great teacher or—that's not the point whether he was or was not—he was not known to be a teacher. But there were factors involved, and I don't know if there's one more than the other, or they're all equal. One, the Marist traditions, because Marist schools in New York were feeders from the beginning. We're seventy miles from New York City. So, we're on a location of the Hudson that's easy to get to. You know, that would be another. This—you know, Dennis Murray of course, made a major role. And, reaching out, of course, Linus had set IBM in place, but if he were to be able to capitalize that on even more, I suppose, in terms of those things. But from an admissions point of view, what

would you have said is part of this, the Marist spirit? The kids? They seem to draw each other. I mean, they're influenced by one another.

15;34;08 - 00;15;45;06

BM

I think they're—I think that was a part of it. I think a number of things. The location was great for anybody from the tri-state area.

00;15;45;08 - 00;15;45;26

GN

Uh-huh [affirmative].

00;15;45;29 - 00;15;56;09

BM

It had a great location. It was—you know, it was far enough away, but not too far that you had, you know, take airplane flights all the time.

00;15;56;09 - 00;15;57;16

GN

You get home overnight.

00;15;57;16 - 00;16;18;01

BM

Right, there was that. There was—one of the big things too, from an admission standpoint [clears throat]. Excuse me, was, the New York State tuition assistance program. For New York state residents, if they went to School in New York State, they could be eligible for a TAP Grant.

00;16;18;03 - 00;16;18;10

GN

Uh-huh [affirmative].

00;16;18;11 - 00;16;29;19

BM

If they're, depending on their financial need. And those sort of things, if, you know, if they were eligible for that, they could use it at any public or private school in New York State, but not out of New York State.

00;16;29;19 - 00;16;33;12

GN

I see, yeah.

00;16;33;12 - 00;17;05;17

BM

So, it kept New York State residents local. And that was a factor. Plus, I thought, you know, parents particularly, they looked at, you know, well, if I spend this money on my child's education, you know, I want them to be able to get a job. Because they'd been through recessions in the '70s, and they were like (). You know, so the internship programs were a big factor in reassuring, you know, families that, you know, they're going to have some practical experience and a degree when they graduate.

00;17;05;22 - 00;17;06;16

GN

Uh-huh [affirmative].

00;17;06;19 - 00;17;37;29

BM

So those were things that we leveraged in admissions. And I think that helped tremendously. And then, you know, once kids got here, the way that Marist people bonded. And today, I mean, even I have friends who didn't go to Marist who just marvel at the way that you know, when Marist people get together, it's just this natural bond. And they've stayed in touch all these years, and they marvel at that.

GN

Uh-huh, yeah.

00;17;38;02 - 00;17;40;06

BM

Because, they didn't have that experience within their own colleges.

00;17;40;08 - 00;18;52;06

GN

Yeah. I've asked—I had father LaMorte here once for this kind of an interview, and I was asking him of the differences that he saw in his time. He didn't come here, but he did as a chaplain at the beginning, and later on. And he talked about the economic difference in the

students. Two or three people might have had cars when he first came here twenty-five or thirty years ago. You know, and it looked like they had been banged by trains or something because they were kind of wrecks. Now, he couldn't afford the cars that most of these students here have, you know. So, the change in the economic situation of the country all the tide—the tide went up, the economy is better. And, I suppose we can afford—the point that you make getting a job seems still to be significant. The tuition now is \$50,000 a year. That's 200,000 for the four years. Are you going to get a job that's going to be able to do that? So that's part of another question. Is it just to get a job, or is to earn a living, or to learn how to live, you know? <Laugh>

00;18;52;10 - 00;19;22;08

BM

Well, you know, I mean, having worked in higher ed most of my career [pause] that's a great question, because it just comes from, from people's needs. I mean, back, I think when I came to Marist, the thinking was, well, you know, as long as you have a bachelor's degree—doesn't make a difference what it's in—you know, companies and corporations, they'll train you. Because they know you're trainable.

00;19;22;08 - 00;19;24;06

GN

Yeah.

00;19;24;05 - 00;19;29;11

BM

And, you know, Dennis Murray used to always call the liberal arts “the furniture of the mind”.

00;19;29;11 - 00;19;31;14

GN

Yeah. Yeah.

00;19;31;16 - 00;19;33;08

BM

You know—.

00;19;33;10 - 00;19;38;06

GN

It's been pushed aside a little bit now for, computer science, and—.

00;19;38;09 - 00;19;59;29

BM

Well, yeah, maybe it has. Yeah. But you know, I mean, now, I mean, one of the challenges I think the facing Marist—and not only Marist but all of higher ed, is the fact that yeah, as the prices escalated, most of the courses that, you know, you could go to college and take, lots of times you can take them online for nothing.

00;20;00;01 - 00;20;00;21

GN

Yeah.

00;20;00;24 - 00;20;02;20

BM

Stanford, I think their whole curriculum is online.

00;20;02;22 - 00;20;04;06

GN

Yeah.

00;20;04;09 - 00;20;08;00

BM

And you can take it for nothing. You're maybe not going to get credit unless you pay.

00;20;08;00 - 00;20;08;13

GN

Yeah.

00;20;08;16 - 00;20;48;22

BM

But, I mean, that's, you know, I think a trend. I mean, practically anything somebody wants to learn, they can do that because of the internet and things that are out there. Now, is that as valuable as the experience of attending a college like Marist for four years, and being, you know, enmeshed in an academic community. That's a question that, you know, a lot of institutions and individuals I think are going to have to answer moving forward. You know, what is the value?

00;20;48;24 - 00;20;49;08

GN

Yeah.

00;20;49;12 - 00;21;09;09

BM

And, you know, I think—I think that, the moral and ethical side is something that, I hope doesn't get pushed to the side.

00;21;09;11 - 00;21;10;06

GN

Uh-huh

00;21;10;08 - 00;21;19;29

BM

Because you can have all the technical expertise and, you know, abilities in the world. If you don't know how to use them for good.

00;21;20;07 - 00;21;21;29

GN

Yeah, yeah.

00;21;22;01 - 00;21;23;00

BM

<Laugh> We're going to have problems.

00;21;23;05 - 00;21;24;01

GN

Oh, yeah.

00;21;24;04 - 00;21;31;23

BM

You know? So, that's a challenge I think that's going to be facing, you know, all institutions.

00;21;31;25 - 00;22;06;13

GN

All right. Look into the Crystal Ball. Where do you see us ten years from now or twenty years from now? Is Marist still going to be here? Do we need a college education? You know, is it something that is—does it have a dim future or, we're in a good position now, but, can we maintain this? Can I, you know, can taking courses online be sufficient? We don't need the campus. You know, these are fundamental questions, I guess, that are on the table.

00;22;06;22 - 00;22;26;28

BM

Well, it is a great question. And, here's the thing. I mean, spending most of my career in higher education in the advancement area and the fundraising area. People would ask me, well, you know, what does the college need? I said, colleges have no needs.

00;22;27;00 - 00;22;27;26

GN

Uh-huh <affirmative>.

00;22;27;29 - 00;22;29;03

BM

People have needs.

00;22;29;06 - 00;22;30;00

GN

Uh-huh <affirmative>.

00;22;30;03 - 00;23;01;28

BM

Colleges have means of meeting those needs. They have solutions, but they don't have needs. So, the needs of the people will determine whether Marist is going to be here in ten years, in twenty years. The needs of society, the needs of individuals. And Marist's ability to meet those needs is going to determine, I believe, you know, whether it's still going to be here, whether it still has value.

00;23;02;00 - 00;23;03;15

GN

Mm-hmm <affirmative>.

00;23;03;17 - 00;23;11;01

BM

And that's, as I say, that's a challenge for all institutions. But that's the way I look at it, because—.

00;23;11;04 - 00;23;45;15

GN

Yeah. Well, we may not need a course in old English literature, outside of amusement on how the early stories (). But I think the MedTech program has a practical application.

People want to stay well when they fall. They want to be able to be cured of it, you know?

And so that building over there that we recently put up, it would probably be, you know, more of a lifesaver than we appreciate. Given those points you just made, you know?

00;23;45;20 - 00;24;22;03

BM

Well, that's because society has a need for physician's assistants and, you know, all the other, associated fields in medical technology. But, because Marist is meeting a need that society has, that people have. So, that's a great step in the right direction, you know? I'm

sure that you know, whether the world needs another law school, I'm not so sure. But, you know.

00;24;22;06 - 00;24;43;00

GN

Yeah, I—there was a question about the new president. Is this in the mind of the trustees that they say, well, you know, law is always a source of great income for lawyers. Not so much in our day. I mean, some of them are making minimal salaries, and many are looking for something better to do.

00;24;43;02 - 00;25;15;25

GN

And () from court to court. You say there's no needs of the college and that people have needs, but what at the present time, would you say are some of the important things that Marist could use. What is missing in our present status that you—if you had a chance to talk to the board, what would be something from your view of the world and upper education, that would be a worthwhile investment?

00;25;15;27 - 00;26;49;01

GN

Well [pause] I would think that, I mean, if I were, you know, if I were to have the opportunity to tell the board what I thought was important. First, you know, I think that the board should always be mindful of the heritage of the college. That there is a—there were values upon which the Marist Brothers founded this institution that will always remain relevant. And so, for them never to lose sight of that and to keep that as part, that's what that's one of the things that will distinguish Marist from other institutions, that heritage. You know, the other thing that I think would be important is to continually look ahead, to try to identify what the needs of people in society are going to be. You know, in the future, to anticipate. Not, you know, not to rest on, you know, laurels, or what we have. Marist has kind of never done that. They've always kind of kept moving ahead. In the early years because they kind of had to.

GN

Mm-hmm <affirmative>.

00;26;49;19 - 00;27;13;22

BM

But, you know, once you achieve a certain amount of recognition, you know, some institutions might tend to sit back on their laurels. But, that's, you know—because in a

static world, that might work, but it doesn't work in the world we live in. It just changes too quickly.

00;27;13;25 - 00;28;41;03

GN

About this time last year, I interviewed Eileen Silco, who was Murray's secretary, and she's just retired, and I asked her a question about the students. What has she seen in the difference of students between her first years, eighteen years ago, according to Dennis, and today? And I said, you know, we're putting up four new dormitory buildings over there. You know, and we're not raising the number of students coming on campus. Is it worth it? Why are we doing this? What would you say would be an explanation for it? She said students' interests and needs have changed. For instance, when you came here, probably very few students in your class had their own bedroom at home. If they had another brother, they would, they shared a bedroom. Now, most students have their own bedroom. You know, they come to campus and they're not going to live in a dormitory per se with, you know, a number of other people, and so that has changed dramatically. Do you see that in these kids? Are they independently minded? Do they want their own world, as it were? Their own cell phone, their own this and that. Or their own car?

00;28;41;24 - 00;29;20;00

BM

I don't know—I mean, I see that. I see [pause] I mean, I understand that kids, you know, many of them grow up differently. And they, you know, they didn't have to share a bedroom, they didn't have to share a bathroom, you know. So, you know, I know colleges have adapted to that. I also think that, you know, it can be great to have the experience of rooming with someone. I think it makes you a little bit more tolerant, a little bit more patient.

00;29;20;06 - 00;29;20;09

GN

Uh-huh <affirmative>.

00;29;20;09 - 00;29;21;28

BM

A little bit more understanding.

00;29;22;00 - 00;29;23;21

GN

Uh-huh <affirmative>.

00;29;23;23 - 00;29;59;23

BM

You know, when you do share a room with somebody. So, I mean, there are pluses to that.

And, you know, I think looking back, you know, at some point, you know, the students of today, you know, will they have missed something by not sharing a room with somebody.

You know, between that single room and a cell phone, you know, how many—there's the degrees of isolation.

00;29;59;27 - 00;30;01;09

GN

Yeah.

00;30;01;11 - 00;30;04;16

BM

You know that, you know, I think—.

00;30;04;23 - 00;30;06;01

GN

It's not a good thing in this day.

00;30;06;02 - 00;30;08;00

BM

Well, you know, I think they miss a lot.

00;30;08;00 - 00;30;09;02

GN

Yeah.

00;30;09;05 - 00;30;16;19

BM

I mean, you could always, I mean, we'd always go back to—you know, when you lived in the dorm, you know, you were always in somebody's room BS'ing with somebody about something.

00;30;16;21 - 00;30;17;10

GN

Yeah.

00;30;17;12 - 00;30;42;08

BM

You know, two, two, three, four, five of you, you know. And you know, so maybe, maybe students today do that online, you know, chatting online or whatever. But is it the same? I don't know. You know, when you have the, you know, if 90% of communication is nonverbal, what are you missing?

00;30;42;10 - 00;31;38;24

GN

Well, also you have the point that there used to be a time when students loved to get off campus and the freedom of being off campus. She says now, that's not the case, they all want to be here. I mean, there's—we know we had the residents in town at the hotel. No more. I mean, everybody wants to be on campus. She talked about a mother calling and saying that she wants her daughter living on campus and, Eileen said, well, there's no room. And she said, well, I'm going to call the President every day. She says, and when you do, you'll get me. And here's the story. There was no room for Jesus in the inn, and he had to go to the stable. There's no room for your daughter, when there is, we'll let her in, you know.

So that, the parents, being their first defendant, want them here. And of course, with more than half the campus women, there's that tendency of having them under the protection of the college, I suppose, you know, that that would be the case here.

00;31;38;26 - 00;32;03;19

BM

I think that's a big point, too. So, I think, I mean, I look at today's world as opposed to 1968, when I came here as a freshman. You know, it's a little bit more dangerous of a world, I think. Even though there was a lot of stuff going on in 1968, you know, in terms of, you know, anti-war demonstrations, civil rights demonstrations, riots here in the arena.

00;32;04;07 - 00;32;05;17

GN

Yeah.

00;32;05;20 - 00;32;13;25

BM

You know, which was a little bit, you know, could be, a little bit unnerving at times, you know.

00;32;13;27 - 00;32;14;08

GN

Uh-huh <affirmative>.

00;32;14;08 - 00;32;18;07

BM

But, I think it's a little bit more dangerous today.

00;32;18;07 - 00;32;19;24

GN

Uh-huh <affirmative>.

00;32;19;26 - 00;32;40;23

BM

And so, I think families also, you know, that they look at the son or daughters able to live on campus, and they perceive that as being safer. So that's, I think, one factor. Another factor

was, I mean, there was a time when it was cheaper to live off campus than it was to live on campus—that's totally changed.

00;32;40;25 - 00;32;41;04

GN

Yeah.

00;32;41;09 - 00;32;46;14

BM

So, you know, there's a lot of factors that go into that.

00;32;46;15 - 00;32;47;24

GN

(), yeah.

00;32;47;24 - 00;32;48;07

BM

You know?

00;32;48;13 - 00;32;48;21

GN

Yeah.

00;32;48;21 - 00;33;01;10

BM

But I think basically, I think families perceive the campus experience as being a little bit more, as being more safe. So—.

00;33;01;12 - 00;33;31;13

GN

Yeah. One of the last questions that I was—is [pause]. We've played football in a category that we do, and for one thing, we go to California to play Los Angeles or whoever it is out there every other year. We put ninety kids on an airplane and fly them across the country. And so, many people are saying, is it worth it?

00;33;31;13 - 00;34;14;02

GN

Other people tell me, yes, you know. We actually have ninety full-time students in California coming to Marist this year, you know, and that wouldn't be if they didn't know about the place. You know, and so there's some kind of—another professor in computer science, Roger Norton, tells me that his statistics show that the college capability, or interest, or student population in the northeast is fairly drying up. And it's to the west of the Mississippi that we're going to have to go, you know. If you were in admissions, how would we get the word out there?

00;34;15;06 - 00;34;25;27

BM

Well, I think, you know, there's a variety of ways. I mean, I think, you know, I know that Marist, you know, has an admissions rep who lives in California.

00;34;25;29 - 00;34;28;05

GN

Uh-huh <affirmative>.

00;34;28;08 - 00;34;55;00

BM

Corinne Schell. And Corinne not only covers, you know, the western part of the United States, but Hawaii. And amazingly enough, we do get good numbers of students from those areas. But I think, you know, I think when I was in the admissions office, we may have had between, maybe four thousand alums?

00;34;55;11 - 00;34;56;03

GN

Oh, yeah.

00;34;56;06 - 00;34;59;16

BM

Now we have about, () said forty thousand.

00;34;59;16 - 00;35;01;14

GN

Forty thousand. Yeah.

00;35;01;16 - 00;35;26;10

BM

And so, those, I think alums help spread the college's reputation. I think, you know, the [pause] the name recognition of the school has expanded tremendously, you know, through, you know, not only through Division one athletics. You know, just—I remember when we first started to march in the Saint Patrick's Day parade in New York City.

00;35;26;18 - 00;35;28;04

GN

Yeah <laugh>.

00;35;28;07 - 00;35;37;26

BM

I think it was 1980. And, you know, people, you know, there were some people who would recognize Marist, you know, but, I mean, over the years.

00;35;37;26 - 00;35;38;14

GN

Yeah.

00;35;38;17 - 00;35;44;13

BM

I mean now, it's, the name recognition is, you know, overwhelming.

00;35;44;16 - 00;35;44;27

GN

Yeah.

00;35;44;27 - 00;35;55;19

BM

And I think that, you know, when I was a student at Marist, you know, people thought the college was named after Roger Marist, the baseball player—oh Marist College?

00;35;55;19 - 00;35;56;16

GN

Yeah <laugh>.

00;35;56;18 - 00;35;58;21

BM

I mean, it was—.

00;35;58;24 - 00;36;02;17

GN

Some thought it was Marxist <laugh>.

00;36;02;17 - 00;36;11;24

BM

Well it was just, you know, I mean, there's a variety of factors that, you know—if you want to be in people's choice, they have to have heard your name before.

00;36;12;00 - 00;36;12;10

GN

Yeah.

00;36;12;17 - 00;36;44;20

BM

You know, and so I think over the last—I think this this year, I'll be, we'll be forty-five years since my graduation. So, in the last forty-five years, I think the name recognition the school has increased tremendously. Not only in our, you know, traditional in the northeastern region, but, you know, across the country. And, you know, look at the number of international students. There were students from other countries when I was a student here—a couple.

00;36;44;22 - 00;36;47;02

GN

About six from Spain, yeah. I had two from—.

00;36;47;04 - 00;36;51;20

BM

Yeah. You know, there was students from Ecuador, students from—.

00;36;51;23 - 00;36;55;11

GN

Brazil. We had a Marist Brother from Brazil. Yeah.

00;36;55;13 - 00;37;13;26

BM

I remember two—three students from Ecuador in my time here. [Pause] You know, so, you know, it's that exchange, I think, you know, the Florence could grow, and will probably enhance the name.

00;37;14;29 - 00;37;16;20

GN

Yeah.

00;37;17;03 - 00;37;18;18

BM

You know, internationally.

00;37;18;20 - 00;37;18;29

GN

Yeah.

00;37;18;29 - 00;37;48;10

BM

So, it's, in that regard, I think when you get back to the football team playing—well, you know, I'd love to see the basketball team doing a little bit better. Because it's a much less expensive program to run probably. But you know, one of the other challenges that many schools face is maintaining the ratio of men to women.

00;37;48;12 - 00;37;49;09

GN

Yeah.

00;37;49;12 - 00;37;52;18

BM

And, you know, the football team certainly helps to recruit additional men.

GN

Yeah, yeah.

BM

To balance that.

00;37;52;20 - 00;37;58;13

GN

Yeah. And baseball as well.

00;37;58;15 - 00;38;01;26

BM

And baseball, yeah. But I mean, there's baseball, and softball for women.

00;38;01;27 - 00;38;02;09

GN

Yeah.

00;38;02;10 - 00;38;05;09

BM

But there hasn't been women's football yet.

00;38;05;12 - 00;38;06;10

GN

No.

00;38;06;13 - 00;38;09;23

BM

Maybe there will be someday, who knows?

00;38;09;25 - 00;38;32;26

GN

All right. I think I would call it pretty much—is there anything you would like to add to this that you would like to say in terms of concluding this? This has been a wonderful interview, and some aspects—some are narrated in cuts—like the Catholicity point. Are we still a Catholic college? Is that an issue, or should it be?

00;38;32;28 - 00;38;36;17

BM

Well, I mean.

00;38;36;20 - 00;38;39;02

GN

I didn't mean to want to go there.

00;38;39;04 - 00;38;47;26

BM

I mean, I—you know, it depends. I mean, there are a lot of families who perceive this to be a Catholic college.

00;38;47;28 - 00;38;48;15

GN

Right.

00;38;48;18 - 00;38;55;21

BM

You know, I can remember being in Admissions when technically, we were not a Catholic college.

00;38;55;15 - 00;38;56;13

GN

Yeah.

00;38;56;15 - 00;38;59;00

BM

You know, we used to say, well we're Catholic with a small "c".

00;38;59;00 - 00;38;59;18

GN

Yeah. Yeah.

00;38;59;18 - 00;39;00;20

BM

We just—what does that mean?

00;39;00;22 - 00;39;01;05

GN

Yeah. Yeah.

00;39;01;06 - 00;39;23;25

BM

Well, who the hell knows? I think the college has been Catholic in its heritage. In its culture for many years. I think that as, [pause] I think that it has become tremendously more diverse.

00;39;23;26 - 00;39;24;16

GN

Uh-huh [affirmative].

00;39;25;22 - 00;39;31;28

BM

You know, my understanding now is that 22 percent of the students are students of color.

00;39;32;01 - 00;39;33;06

GN

Uh-huh [affirmative].

00;39;33;08 - 00;40;07;25

BM

Which, I think comparatively is an excellent—an excellent ratio. So, you know, I think that the school is much more diverse now than that was. I'm sure that—if it's, if we're, you know, and it's not technically a Catholic college. However, as I mentioned before, I think the core values of the Marist Brothers—and I view the Marist Brothers as being a pretty ecumenical bunch.

00;40;07;28 - 00;40;09;14

GN

Uh-huh <affirmative>.

00;40;09;16 - 00;40;29;15

BM

I mean, they're never, you know, if you're not Catholic, we don't want you. They've never been that way. They're not—you know, and I don't think they will. But I think their core values are extremely important. I myself, personally would love—we do have a Catholic studies program here.

00;40;29;17 - 00;40;30;08

GN

Uh-huh [affirmative].

00;40;30;10 - 00;40;40;10

BM

Which I think is important. We also have a Jewish studies program.

00;40;40;12 - 00;40;41;07

GN

Uh-huh [affirmative].

00;40;41;09 - 00;40;49;06

BM

I would love to see Our Lady Seat of Wisdom Chapel always remain a Catholic Chapel. And I think that would be a wonderful tribute to the Marist Brothers, those founders.

00;40;49;09 - 00;41;45;00

GN

Yeah, good. Well, I asked LaMorte, the priest, the same question. And he said, well, he said if it was 85% black, would you say it's a black college? You know, if it was 85% Jewish, would you say it's a Jewish college? Well, 85% of the people who come here claim that Catholicity is their religion. You know, the percentage is higher than at Notre Dame for those. So, at that rate, I mean, we have the image of being Catholic, you know, and the tradition of being Catholic. I mean, the earlier point that you made, I think has to be brought up and highlighted, and that is the ethical and basic goodness that's sought, you know. To teach those things that have that kind of influence on the graduates would be, a great contribution to the country, you know. [Pause]. So, thank you very much, Bryan. It was very nice having this talk with you.

00;41;45;50 – 00;42;00;00

BM

My pleasure.

00;42;00;05 – 00;42;13;80

GN

And the college appreciates it. I hope they do. You might have heard there on, Sunday—or last Saturday, in fact, () saying that she had used this to get information for what she wanted to talk about, you know, for Kevin. And Jerry Weiss, last year, I heard, too, that they went back to his file, to his interview to find out some things that he had said about his study in the Navy and so on. So, we don't see it today. We see it tomorrow.

00;42;14;02 - 00;42;35;09

BM

I just have one more full thought that popped into my head when we were talking about [pause] how Marist was kind of a welcoming place, a very ecumenical place.

00;42;24;00 – 00;42;24;50

GN

Yeah.

00;42;25;00 - 00;42;35;09

BM

I remember [laughter] taking a course—Principles of Judaism. And the instructor was Reese Williams, who was Protestant.

00;42;35;12 - 00;42;36;12

GN

Uh-huh [affirmative].

00;42;36;14 - 00;42;46;28

BM

So, I had—I'm at a Catholic college taking a course with a Protestant minister who's teaching me the principles of Judaism. If that's not ecumenical, I don't know what is [laughter].

00;42;47;01 - 00;42;48;27

GN

[Laughter] Wonderful. good.

00;42;48;29 - 00;42;49;12

BM

Thank you.

00;42;49;16 - 00;42;51;24

GN

Do you know how to shut this off?

00;42;51;26 - 00;43;02;07

BM

I have no idea.

00;43;02;10 - 00;43;08;14

GN

Probably at the while this is—nothing on the top? What about over here at the top—I mean the face?

00;43;08;16 - 00;43;08;19

BM

Uh—we can probably—.

END OF INTERVIEW