

**Brother John Klein**

Marist College Poughkeepsie, NY

Transcribed by Michael Orsini

For the Marist Archives and Special Collections

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Transcript – Brother John Klein

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**Summary:** In this interview, Marist alum and Board of Trustees member, Brother John Klein, discusses his early career and longstanding connection to Marist College. During the interview he discusses the virtues of the College, the challenges it faces, and what the future holds for Marist.

## Brother John Klein

(00:00) **Gus Nolan:** It's the Wednesday before Ascension Thursday in the liturgical year. We are introducing to our archives the recordings of John Klein. He is going to tell us about his career as a Marist Brother and also his contributions to Marist College, specifically on being a member of the Board of Trustees. With that, John, let's return to our discussion. We finished, we had finished talking about your research, your doctoral degree and completing your work as a muckraker or something in the terms-- . [Laughter]

(00:49) **Jan Stivers:** Well, also a high school teacher! [Laughter]

(00:51) **John Klein:** That's right.

(00:52) **GN:** So, let's pick it up from there. Were you teaching? When did you stop teaching?

(01:02) **JK:** Well, what happened is that, in 1980, I received my doctorate. I was assistant principal at Marist High School in Bayonne, New Jersey. I was asked to return to archbishop one as the assistant principal for academics. I did teach American History one year while doing that job, but in a school of 1,650 boys, the academic assistant principal really needed to be a full-time position. I loved the work, learned a great deal, and was fortunate again in my career to have brothers, in particular, who were great mentors to me. In this case, it was Brother James Moore, who was the principal, and I was the assistant principal. And after six years, the provincial and provincial counsel asked me to become the principal at Archbishop Molloy. And at that time, we had a province policy that the principal could not stay more than six years.

(02:19) **JK:** You may recall, Gus. It was two, three-year terms. That was the maximum time. It was a great time for me. I really enjoyed it. I loved the students. Students used to say that I knew everybody's name, but I didn't. But I knew 1200! [Laughter] I knew 1200 kids, by first name and a little bit about them.

(02:46) **JS:** You mean sophomores, juniors, and seniors?

(02:48) **JK:** And freshmen. All the way through. Some I just never really got to know the names. And if I can just share why I thought it was important to know the names. It was a lesson I'd learned my first day of teaching. I was at St. Helena's. I was so nervous. We were all sent out from the College a year early without degrees. This was counting as our student teaching. I had never taught a class before and I'm walking with a brother from the brother's residence to the school building. And there was a little garden area. Remember the circle, in front of the brother's house? And a brother pointed out a student to me, and he said, "you see that kid over there? He's the wildest kid in the school." And I remember, and I don't mind saying his name, Willard Varian. He said, "he's so wild. He used to smoke as a sophomore in religion class!" [Laughter] That made me more nervous because I knew from my class list, he was in the first period that I was going to teach! [Laughter] So the school building at St. Helena's was built prior to the Civil War. Essentially, the way you got from one floor to the other, was an outdoor fire escape.

(04:14) **GN:** Oh, geez.

(04:16) **JK:** And my class was on the fifth floor in the corner. So I walked up the fire escape. I get into the classroom. It was shortened periods the first day. I'm at my desk, nervous. The students are coming in, and I look and I see Willard Varian sitting in the second to the last seat in the row next to

the windows. And he turned and he made a comment to a student. And I looked up and I said, 'Mr. Varian, turn around in your seat.' And I heard a student off to the side said, "oh no! He knows our names!" [Laughter] I knew the name of one student in that entire school. Well, I want to say Willard Varian was a wonderful young man. People didn't know [him]. And, I got to know him. He had a pretty tough, growing up and took a lot of responsibility for his family. And up until recently, I've been in touch for fifty years with Willard Varian, who became a wonderful student, became a master sergeant in the Marine Corps, and was an officer in the New York State Troopers. And I learned there, if you know somebody's name, you're saying to them, you're important to me. And I hoped, a little bit by example, I was showing that to other faculty and staff members at the school. But I worked very hard to get to know their names and it showed that they were important. And it was a great time at Malloy, I think we did a number of wonderful things. And it was at that time, the school was named a Blue Ribbon School by the Federal Department of Education. And I had the opportunity of going down and receiving the award from President Reagan. At the convocation, I was asked to give this speech on behalf of all the principals of the schools that were cited. So it was a great experience.

**(06:40) GN:** You should write that story up, record it publicly and send it, never mind selling it, send it to all the new teachers that are coming out, you know? The first step towards making it; is knowing the people you're dealing with.

**(06:56) JS:** And I think it's a theme that I hope would come back to, this idea that I have heard you express before, about the essential need for community. The essential Marist charism of establishing community. And how do you do that? The first way is to learn their names.

**(07:18) JK:** Learn their names and show that they're important. If I can just jump ahead a little bit, I'll tell you, I had the very good fortune of being on the most recent presidential search committee that led to the hiring of Kevin Weinman. I learned a lot through that process. It was difficult. It was many months of hard work, but I got to know a number of staff and faculty members here at Marist. Listening to them, and now I consider them friends. I go out with them, like for lunch and things. In so many ways, these people still embody the charism of the Marist Brothers and their concern for students. It's really remarkable to me. So that's just jumping ahead a little bit.

**(08:14) GN:** Yeah. That kind of leads us where we want to go, to where we are now. What about Marist today? What would you say about Marist today? It's different from when you were here.

**(08:28) JK:** Oh, it's different.

**(08:29) GN:** So we're saying, 'okay, in what ways are it different?' Let's look at the positive aspects of it? What are some of the, three or four of the things that's made Marist, mature, develop, at present. You would say--?

**(08:48) JK:** Well, I'll give a little segue into my answer to your question, if that's okay, because when I finished my term as principal of Molloy, I thought I was coming to Marist College. I had actually applied for a teaching position here at Marist. And what very few people know, I didn't get an interview when I applied. And one administrator--I was surprised that I, at least, wasn't called for an interview--and an administrator told me, "well, you know, hiring is kind of a capricious process." I remember the adjective that was used. So I was talking to Dennis Murray a little bit, and my plan was, even if I didn't get the teaching position, I believed my future was at Marist College. I was in preliminary conversation with Dennis of maybe working with him, but it never got further than a preliminary conversation because--.

(09:52) **JS:** What year was this?

(09:53) **JK:** That would've been in 1986. No, 1992.

(10:00) **JS:** '92.

(10:03) **GN:** '92, yeah. He has been here a number of years now. He came in '78, I guess. So he's here twelve years, so far. Got it.

(10:08) **JK:** That's correct. But I never got to come to Marist College because the Marist Brothers in our province of Esopus intervened and I was elected provincial. So that was the first of four different terms as provincial. But in 2004, I had actually become provincial once again as a new province of the United States of America. And at that point, Dennis Murray invited me to join the Board of Trustees. So I've been on the board from 2004 until 2009; I had to leave the board because I was elected to the General Counsel of the Marist Brothers of Rome. The superior general, even though I asked, 'please, let me stay on the Marist College Board, it is the one thing I really value so much,' he said "no." So I left the board. And when I finished at the General Council in 2013, Dennis Murray and Ellen Hancock invited me to return to the board. I have the distinction, I put in quotes, of being the only trustee that had been on the board, left the board, and was invited to return to the board! [Laughter] and I've been on the board ever since. So that's a little background, but to get more germane to your question, in looking at the college, I really only see positive things. And what are the positive things? One is-- primarily because of Dennis and, I would say, Marilyn as well because I think she probably hasn't received sufficient credit for the impact that she has had on the college--that they maintained the values that really started with Brother Zephiriny, when he first purchased the property here, and the early brothers. [They] maintained the Marist Brothers philosophy and tradition and charism, here at the college. I think we were fortunate because for many years we had a good core group of brothers and former brothers, who were here on the campus, and they maintained that as well. I think the challenge moving forward is how do you be true to the founding principles and values of the college in a very different, changing world and reality here. Here, as the number of Marist Brothers on the campus has been diminished. We are fortunate to have the novitiate here, a number of brothers around, and brothers on the board. So, I think that's one of the big challenges. I think it's one of the strengths of the college and I remember saying at a recent board meeting that I think the biggest challenge of the college moving forward is answering the question of 'what does Marist College want to be as it moves forward into the next five and ten years? What type of place do we want to be? How do we want to define the College?' It is the critical issue for the future of the college, I think.

(13:57) **JS:** How would you want that question answered?

(14:00) **JK:** I think, I think the question has to be answered on a number of levels. I think first the trustees have to really grapple with that question: what do we want to be and what do we hope the college will be? And this coming September, I think September 23rd, if I remember correctly, the trustees are going to begin a two-day process of some strategic planning, a strategic planning retreat. And that, I think, is a core question. My fear for the college is that if we're just another good, solid liberal arts Northeast institution, we're not gonna have a strong future. I know that technically we are not a Catholic college. For years we said we were an independent college in the Catholic and Marist Brothers tradition. Now, the wording has changed a bit, but many of the students who are here, when they're asked in a survey by the campus ministry office [for their] religious affiliation, high sixty to seventy percent would say they're Roman Catholic, whatever that means in today's world. So, I think we have this--. I'm not advocating that we become an explicitly Catholic university, but I think we have

to look at the Catholic and the Marist Brothers values and tradition as the fundamental underpinnings of the College. And how do we translate that [to] today?

(16:00) **GN:** I'll just interject a thought here, and that is, I asked Richard LaMorte at one time, 'are we a Catholic college?' And he put the question this way: If seventy-five percent of the college was black, would you say it's a black college? If seventy-five percent was Jewish, would you say it's a Jewish college? Well, we have more than seventy-five percent Catholic students here. And in that sense, that's the abiding presence. It's more Catholic than Notre Dame in terms of student body.

(16:34) **JK:** Well, it's--.

(16:35) **GN:** But still, go ahead.

(16:36) **JK:** Well, I would agree with you. For example, a few years ago, I had a meeting with Father Harrington, who was the president of St. John's University at that time. And St. John's, as you know, is a Pontifical university. And I asked Father Harrington, 'what percentage of the student body is Roman Catholic?' He said, "between fifty and fifty-five percent." So, following the logic of what you're saying, we are a very, predominantly, Catholic student body here. Now, how do you deal with that? And what do you want to do? I thought it was telling, with President Weinman's commencement address Saturday. Unfortunately, I wasn't able to make the commencement Saturday. But yesterday, I listened to his commencement address on Instagram. Yes, I'm on Instagram. It's about a ten minute address. It was one of the most unique presidential addresses that I'm aware of because the theme of it was humility.

(17:54) **JS:** Wow.

(17:55) **JK:** He said, "you're probably wondering why I pick a topic of humility for your commencement address and the importance of you becoming a humble person." And he began, almost in the first paragraph, he said, "here at Marist, we have to return to the principles of our founders, the Marist Brothers, who always believed in doing good quietly."

(18:29) **JS:** Wow.

(18:30) **GN:** Makes you cry.

(18:31) **JK:** And he went on from that and he talked about what it meant to be humble, in terms of concern for people, being interested in other people's lives, not making yourself the center of your own universe. It was an extremely fine address. And I thought, after I listened to it, that any Marist Brother or former Marist Brother who would hear Kevin Weinman's address would say, "this man gets it." I think it's really hope for the future. So, I think this is a key thing that the College, the Board of Trustees really, has to talk about. How do we want to define ourselves as an institution moving forward?

(19:28) **GN:** Yeah. I think the danger is: who dictates it? Is it: you want to satisfy the students and listen to what they want to become? Or: do you want to be an institution where [you] have them follow you in terms of, "here's what we're teaching." Such as, do good quietly, but do good and not for myself, but for your sake. And all of that humility is really Truth: recognizing what *is*. And I like the idea of this board stepping aside for whenever it is going to be this year, to contemplate and think about what we want to be. We might have to go back a little bit. Maybe we've gone a little bit off course. Maybe we'll be too much into the sciences or computer science, or maybe we want to get back to a little bit more of philosophy, theology and literature *as well* as making a living.

(20:34) **JK:** Right. Well, I think it's a question that so many colleges who would define themselves as liberal arts colleges are wrestling with across the country. What do we mean by liberal arts? And what's the relevance of liberal arts today? And I think that's a very basic question. So I'm optimistic. I don't know if it's a political thing for me to say, and you'll have it on tape, but often at trustees meetings, if there's a difficult question that arises, I am not surprised that one or more board members will say, "well, we have to be attentive to the Marist brothers philosophy, or this would not be in keeping with the Marist Brothers thinking."

(21:28) **JS:** So these are people who are mission driven.

(21:30) **JK:** Yeah. You hear this not infrequently,

(21:34) **JS:** That's wonderful.

(21:34) **JK:** But I asked the question, 'what do you mean by that? How do you define that?' So, I think there would be a wonderful opportunity, and I hope we can do this somehow with the board, of doing a little in-service about the Marist Brothers philosophy of education and the whole spirituality and the charism of Marcellin Champagnat for the board, because while people refer to it, I don't think people really completely understand it. It'd be a wonderful opportunity to ask someone like Brother Seán Sammon to do a brief workshop.

(22:20) **JS:** That should be the first thing on that strategic planning retreat. It has to start there.

(22:27) **JK:** I think so.

(22:28) **GN:** One of the things I would suggest, also, is just looking at the Marist tradition here. I mean Paul Ambrose [Fontaine] wrote the charter with his own typewriter, without a secretary, with two fingers typing it, and got it. And so, I was here when the news came in that we were gonna be a four year college, primarily in 1946-47. And so, following Paul, you have Linus Foy. Linus Foy was a Marist Brother, and he took over. When he left, we were not in great financial shape. But Linus had built Sheahan [Hall], Leo [Hall], Champagnat [Hall], the McCann Center, the Marian building, Greystone. These buildings were up. So, it's on those shoulders--. You know, Dennis [J. Murray] did a wonderful job in progressing it, but it was not--. He should get all the credit he deserves and more but let's not bypass the beginnings of the Brothers actually physically building the chapel. Physically building the Donnelly building, so I think that's part of that background history that we want to emphasize.

(23:55) **JS:** When we're talking about looking back for a minute, can I ask, during the time that you've been on the Board, what accomplishments of the Board do you think had the biggest impact? Sounds like you might say that hiring Dr. Weinman was one of them.

(24:10) **JK:** Well, I think so. If I can tell a little story, we had been involved in the search process, and I don't think this is breaking any confidentiality, and we started in October of 2020. I guess at that point. We had interviewed a number of people. It was a process. A lot of it was done remotely because of COVID. We had no alternative. The Spring of 2021, when Dr. Weinman's, among nine other resumes, came to the group, I remember reading his cover letter and his curriculum vitae, and I had a phone call, subsequently, with a person on the board. The person said, "well, what do you think about the resumes that have come in?" I said, 'go back and read Kevin Weinman's. He's our guy.'

(25:28) **JS:** You could tell without meeting him?

(25:30) **JK:** Without meeting him. The person said, “do you really think so?” I said, ‘yes. Read Kevin Weinman's letter. I think he's the person we've been looking for.’ And the rest is history.

(25:47) **JS:** What other decisions?

(25:49) **JK:** And I think that's, probably going forward, the critical decision, is this particular hire. I think also, I go back to Ellen Hancock, who I thought was an outstanding member of the Board and an outstanding Chair. When I first met Ellen, I told some people recently, I didn't know what to make of her. She was really a strong personality, but I got to know her very well and respected her a lot. And on her last day, as Chair of the Board, she gave a talk to two of the trustees. And in it, she said, “one of our most significant responsibilities is our fiduciary responsibility to the College.” And I think in that way, the trustees have made, over the years that I've been here, a very significant contribution to the ongoing stability and future of the College. So, I think that those are two. And then the third, would be curriculum decisions. I've been fortunate to be on the Academic Affairs Committee, now for thirteen years. I've learned a lot through that. And I think initiating some new programs, I think have been helpful. I think one, just as a case in point, what we've done in terms of health sciences is a major step forward. So, I think those are three areas. There are others, but I think those are three.

(27:33) **GN:** One of the problems, you know, statistically, is the number of students available to go to college in the future. How do you feel we might be able to attract--? Why pick Marist? What will be our theme, you think? The tradition? We've just been saying here now; a certain honesty and simplicity without the pomp and circumstances of ‘big football’ or ‘big basketball’ but *study*.

(28:13) **JK:** Right. In addition to being on the Academic Affairs Committee, I've been on the Admissions Committee for thirteen years, as well. I think we're fortunate to have Sean Kaylor as a Vice President for admissions, he's done a superlative job. He's put together a great team. I think it's interesting what they emphasize in attracting students. I remember, probably around 2004, I saw the video that they were showing prospective students, and right at the beginning of the video, they talked about the Marist Brothers and the tradition of the school. So either consciously or unconsciously, they were really appealing to a Catholic clientele in a lot of ways. I don't think they do that quite explicitly today, but that's part of it. I think they really emphasize the core values that we associate with Marcellin Champagnat, with the Brothers, of family spirit, building of community, respect for other people, excellence in education and service to others.

(29:42) **GN:** Living on a campus, that's just so beautiful. That's a byproduct that comes with the other things.

(29:47) **JK:** Yeah. That's it.

(29:47) **JS:** This is related because I know that President Weinman has asked you to serve on the Diversity and Inclusion--.

(29:56) **JK:** That's right.

(29:57) **JS:** Inclusivity Committee. I'm not sure I've got the title of that committee right. But can you talk to us about that?

(30:04) **JK:** I can. I'm fortunate to be on that committee. I don't think I made a tremendous contribution, but I try to do what I can. The person that really has taken the outstanding role there is Dr. Stanley Harris, who has been on the board for many years. And especially since we were limited to being able to be on campus. He was the one that conducted a series of interviews with different, I put



interest groups on the campus, and helped the Board put together a good response to that. It's certainly a reaction to the George Floyd incidents, to protests around the country. I would say this, in reference to Dr. Weinman, one of the questions we asked each of the candidates, prospective candidates to be president, was about diversity and inclusion. His response was remarkable in that he really understood, on an intrinsic level, what we refer to today, as underserved populations really experience when they're in an academic environment.

So, he gets it. I think his commitment now to hiring a new vice president for diversity, equity, and inclusion, which hopefully will have the person on board sometime this summer, and as a direct report to him, has elevated the seriousness of that issue moving forward. But Gus, it all is in the umbrella, I see, of the challenge of recruiting a good student body for the campus today. Because we're looking at what statistics have told us, beginning in 2023, what they call the 'enrollment cliff.' That the number of high school students in the Northeast and the upper Midwest is going to plummet in one year, and there's no sign of that coming back. So, you're going to have colleges similar to Marist, for example, who are all going to be competing for a shrinking pool of students. I think we've done very well but there are--and we have a good size and good academic quality, incoming freshman class for this upcoming September--but it's going to become increasingly difficult to do it.

[\(33:04\)](#) **GN:** It reminds me of when Linus first came in, it's like, things never change, so we just keep coming back, the wheel is back again. We were, at the beginning, a college offered pretty much for the lower-middle class or middle class whose parents had never been to college and so they were the first ones to come here. The wheel is coming around now, again. We're having more and more students coming in, who are the first to go to college. Opening the opportunity for them. And to balance that in terms of tuition and education, you know, we have to keep the boat afloat. But on the other hand, we can't put up a lot of money on just decorations. It has to be well invested. I think this is part of the thinking of the Board, to keep it in balance.

[\(34:02\)](#) **JK:** Sure. In order to do what we really want to do, and 'we' meaning the Trustees, I believe necessitates a significant increase in the endowment. Now, the endowment has certainly grown, but it is completely insufficient to do what we want to do here at this school. Just alone in the level of trying to recruit competent students, students of color, students from underserved communities, is going to become an increasing problem. And Marist's challenge moving forward is that we're essentially a tuition and fee driven institution. And if ten years from now we are essentially a tuition and fee driven institution, I think we're in trouble.

[\(34:56\)](#) **JS:** And I heard exactly that twenty years ago on the Budget Priorities Committee.

[\(35:01\)](#) **JK:** Oh, I'm sure you did.

[\(35:02\):](#) You know it hasn't changed, that we had to grow the endowment. Where do you think our funders are? What is the group that would look at Marist and say, "this, I wanna support."?

[\(35:14\)](#) **JK:** Oh, I think there are people that are there. I think the Marist story is one that's compelling. I remember last night I was looking--. I have a couple of bookshelves in my room, and I saw the yellow binding of the one book about colleges who create a future and there were fifty colleges. And the fact that Marist was one of those fifty is pretty--. When you think of the thousands of higher institutions of education in the country, it is significant. I think we have to build on that. I think that we have an increasing number of alumni that are in financial positions where they might be willing to help us in extraordinary ways. I think we need another capital campaign. There are beginning to be studies

about that, to do something like that somewhere in the relatively near future. But the endowment is a key to the future.

(36:21) **GN:** Okay. We ought to end here, John, or maybe take a temporary break here. But, I asked the candidate, “if you had a chance to talk to the Board of Trustees, what would you want to tell them? If you had a chance to talk to a group of students, what would you ask them about the college?” What do they think, you know? What do you think they would tell you? Or do you communicate? Is there a finger out there on the pulse of the students here? Or, or how would you do that?

(37:04) **JK:** Well, I think there aren't a lot of opportunities for trustees to deal directly and interchange with students. I think we've been fortunate with the young man Tenzin [Tsendu], who was the most recent President of Student Government, because we did interact with him quite a bit. And I think we got a good flavor for student thinking through him. I had the good fortune that I had two nieces and two nephews who attended Marist College. And I got a lot of information from them about what was really happening here at the college. And what was the student's perspective, and what were their concerns? And I would say across the board, especially my two nieces had wonderful experiences here. One of them met her fiancé here at Marist College working on the editorial team of *The Circle*. So, it's wonderful. And the students who I have had a chance to speak to, would talk about the concern of faculty for them, good quality of teaching. I think it's important to note that when *US News and World Report* do their evaluation of universities, it's a little controversial, you know? They always-- Our competitor schools always put Marist College rated as second in the Northeast in terms of quality of teaching. And I think that's really what we have to emphasize. Well, the bottom line is, what happens in the classroom and the quality of teaching. And I think the decision of Kevin Weinman to move forward on hiring twenty-two tenure track faculty members is a very significant move. I think the second is campus ministry. I've gotten to know a few students through campus ministry, and I know Brother Frank Kelly always mentions that over nine hundred students get involved in some part of campus ministry. And I think the work that Brother Michael Flanigan has done in terms of the service component is really wonderful. So, I think that's really an important piece. And somehow if you attend 6:30 Sunday Mass--.

(39:55) **JS:** My favorite.

(39:57) **JK:** You really get a little feel for students. And not that the crowds are huge, but it's probably about one hundred and fifty to two hundred students on a regular basis there. And especially when Father [Richard] LaMorte is the celebrant, you know they're listening to him. And I remember my one niece, who I was shocked to find out, went to Sunday Mass on a regular basis. I said to her, “one of the brothers said he saw you at mass!” She said, “oh, yeah. I go because of Father LaMorte. He always has something good to say.” And I think the young people are looking for somebody who has something good to say to them today.

(40:37) **GN:** Yeah. Very good. A byproduct of the teaching and that, there seems to be some discussion about the evaluation of teachers, and there are different key marks about what they do. Part of it is part of their research and others part of their service. You know? And so, how do you come down on that? Do you think individual research should out power--? Maybe this is too delicate a question to answer, but in general, should service be a component? What they do for others as well as what they're doing for researchers will help themselves be a better teacher, more than likely. But it may help them move on to someplace else.

(41:34) **JK:** Well, I can just refer to my personal experience. That's all I know. I've sat [in] on conversations for tenure and promotion, as part of the Academic Affairs Committee for thirteen years

and I know the criteria that's used. Many, many conversations about this. And I can tell you that when the Board looks at the overall applications and the recommendations, from the President or the Vice President, the Chair, the Dean, the tenure and rank committees, service is a key piece of it. It is key. I would dare say, I hope I'm right, as I reflect, if there were a professor that was applying for tenure who has extensive research and publications and no service or minimal service, that person wouldn't be considered. I don't think we would consider anybody. You have to have that. It's a major part of it. I think the research and writing is very, very important as well. So, if there's someone, for me, who is weak on that and very high on service, I'd want both. If the college is going to make that type of life commitment to somebody and the person is making a life commitment too, to the college, I want to see both.

(43:22) **JS:** So I think the industry standard, if you would call it that, is forty, thirty, thirty. Teaching, service, scholarship. Would you say that that's what you feel on the board or roughly?

(43:33) **JK:** I think so.

(43:35) **JS:** Forty, thirty, thirty.

(43:35) **JK:** I think so.

(43:36) **GN:** Yeah. It's a good balance to it. Well, I have asked you all that I want to ask. Is there something we didn't ask you that you'd like to say? Hoping that we'll see you again soon to get a part of this interview.

(43:50) **JK:** Well, I look forward to continuing our conversation. I'm happy to do it. I would say that, why am I happy to do it? It's because I believe in Marist College. I love this place. I know that my nieces and nephews have benefited tremendously because they were here at Marist College. And I think they are only a few examples of many students who have had a wonderful experience here in a very healthy and positive environment. For me, being on the Board of Trustees has been a privilege. I have never attended a trustees meeting, where when I leave, I can't say I learned a lot today. And it's a privilege to be with some of the finest people I've met. I'm happy to do this because being associated with Dennis Murray, for whom I have the highest regard.

(44:58) **GN:** Good. Well, thank you very much, John.

45:00) **JK:** Thank you.