

Jack Keating
Oral History Memoir

Interviewed in person by Jennifer Rudolph

June 25, 2014

Massasoit Community College Brockton Campus – Brockton, MA

RUDOLPH: This is Jennifer Rudolph, Coordinator of Library Services at Massasoit Community College. Today is Wednesday, June 25th, 2014. I am interviewing for the first time Professor Jack Keating of the Math [Science & Mathematics] Department here at the college. I'm doing this in the Faculty and Instruction conference room at Massasoit. The interview is being conducted by the Massasoit Community College Library and is part of the Oral History Project for the fiftieth anniversary of the college. First I want to thank you, Jack, for agreeing to come here today and being part of our oral history project and the recording of oral histories by faculty, staff, and students here at the college.

KEATING: You're welcome.

RUDOLPH: We can get right to work here.

KEATING: Sounds good to me.

RUDOLPH: Alright. I'd like to have you tell me a little bit about yourself—your early years—where you grew up and went to school?

KEATING: I'm an army brat. I lived in Massachusetts until the third grade when my dad got transferred to Washington D.C. for Fort Belvoir, Virginia. We lived there for five years, and we went to Germany for two years and back we came, and I ended up a sophomore at Cardinal Spellman High School in Brockton. I was the only kid allowed in the first graduating class because my aunt was a Sister at Saint Joseph, and I graduated in the first graduating class with Jay Creedon and several other people who are prominent in the Brockton area.

RUDOLPH: Interesting. So this travel as a young man and a young boy is probably why you like to travel today?

KEATING: Very much so. Very much. The minute we got to Germany, my grandmother came with us; she was seventy-eight. My father sent us to England, Ireland, Scotland. We went all over the place when we were over there, which was really nice.

RUDOLPH: It's a different kind of a life, army life.

KEATING: Yes. Not for me.

RUDOLPH: Well, growing up, did you enjoy it? [*talking at same time*]

KEATING: Growing up was wonderful. And when I graduated from high school, my father said to me, "You're all set for West Point." I said, "Dad. No way." [*both laugh*] But they had a wonderful life, my parents. And my sister and I had a great time, too, running around.

RUDOLPH: So, what about your college background then? You didn't go to West Point obviously, so—

KEATING: No, and my parents told me I had been in Catholic schools from Kindergarten. My sister and I went to the German Catholic schools with the nuns, and I remember the nuns saying, Nein, nein. They don't speak enough German. And my sister and I went, Thank God! It was the only time we weren't in Catholic schools, the two years in Germany. Then we came back here, and my parents said to me, Okay, you don't want to go to West Point. Holy Cross, BC [Boston College], and Stonehill—all of which I applied to, all of which I got into; and I applied to Bridgewater and did not tell my parents. And when it came time, they had to make a decision on deposits and all of that, I said, "Don't spend your money. I'm going to Bridgewater."

"Why?"

"No more nuns, and no more priests."

And off I went to Bridgewater. I was in the first graduating class of non-education majors. We were the first math majors, or any liberal arts major. And I had a wonderful education at Bridgewater. Then I went on to BC to the Jesuits, whom I love dearly—I think Jesuit priests are incredible people—and I graduated with my master's degree in math from BC.

RUDOLPH: Now, when you were at Bridgewater, and this was—

KEATING: Sixty-two to '66.

RUDOLPH: Okay. Alright. Gives me a good gauge there. And then you went on to BC—

KEATING: I graduated '68 at BC, and lo and behold there was a job opening at the Community College of Massasoit, which was in Abington because the college had just acquired the West Bridgewater campus at the old Howard School for Girls. And there were twenty-two or -three of us that were hired that year—all young people out of graduate school. I was hired at the age of twenty-two. I walked into Maurice Walsh and Tim Fitzgerald, who looked at me and said, White male, Irish Catholic; you're hired. [*JR laughs*] And that's exactly what the staff was at the beginning. Maurice and Tim taught first summer session and said to me, "Hey kid, we're going to Ireland for the second summer session; all the courses are yours, and you teach." So a week before they left, my compatriot who had been hired with me, classmate at Bridgewater and BC, got drafted to go to Vietnam. So Maurice and Tim said to me, Oh, you need to hire a new person. Well, I was interviewing people three weeks after I came to work here. And they looked at me, winked, and said, Hire somebody like us. Well, I hired Ann Chu[phonetic], who was a Taiwanese woman, and at that point UMass [University of Massachusetts] in Amherst had an incredible Taiwanese population. And Ann had her master's degree, and her future husband was getting his doctorate. So, when we first started the semester, the students started complaining about Ann. My boss Maurice says to me, "I told you to hire somebody like us."

I said, "Go to the classroom with me." We finish her class and he goes, "She speaks better English than I do."

I said, "Well, that wouldn't be difficult." [*JR laughs*] But she spoke British English. Well, Ann lasted for five years because her husband finished his degree. And we all went to Amherst for a four-day, traditional Taiwanese wedding. It was absolutely fantastic, and we haven't heard from Ann since, but she's back, I assume, in Taiwan with her husband and so forth.

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RUDOLPH: So you came to Massasoit right out of graduate school.

KEATING: Right out of graduate school along with Ron Coelho, Juanita Brunelle—there's a whole list of us.

RUDOLPH: And you had no experience teaching.

KEATING: No. I student taught at Holbrook High School, which was the worst two months of my life. In terms of I volunteered—I would never teach in a high school. I used to go back and substitute for the two years I was at B.C. grad school [fit it around?] and vowed I would either work for an airline, a bank, or teach in a college. And then this new, college creation of community colleges suddenly started in Massachusetts, and I was very fortunate to be hired.

RUDOLPH: So you were over at the West Bridgewater campus. [*talking at same time*]

KEATING: I was over in West Bridgewater. I was at the Frolio School. I became the Division Dean when we took over Duxbury. I never taught in Duxbury, but I was back and forth there as well.

RUDOLPH: What was it like with the campus so spread out in these different towns when you first came?

KEATING: It was crazy because you would run from one to the other. And it took almost an hour to get from West Bridgewater to Duxbury when we were in Duxbury. Abington to West Bridgewater was not bad; it was probably 25 minutes to go back and forth. And I think it truncated—that's the wrong word—people were segregated in each campus, and it was unfortunate. And that's why in 1972 when we moved here, it was much more of a wonderful experience because everybody got together once and for all.

RUDOLPH: I'm going to talk a little bit more about that later about you being an administrator, but where were the administrators housed, for a better word? Where were their offices? [*talking at same time*]

KEATING: Okay. Mainly in the Frolio School in Abington and then in Duxbury. At one point in West Bridgewater, we had absolutely no administrators, and all of a sudden The Colonel was sent there.

RUDOLPH: Now who was the Colonel? [*talking at same time*] Roy Simmons.

KEATING: Roy D. Simmons; our long ago, retired Dean of Students. And Roy became the administrator of the campus because it was a young faculty who used to enjoy themselves with certain things that young faculty—any faculty shouldn't be doing in front of students. And one day, Greg Hyde and I, who was a biology professor, we had a beautiful greenhouse, and Greg and I walk in, and here's these pot plants growing. So Greg and I went running down the corridor going, "Oh my God, there's marijuana growing in our college greenhouse!" Well, of course we went to get the Colonel, and by the time we got back, the pot was gone. So, it was an interesting place. It's now a public school in the town of Bridgewater. It was a very nice campus. It was where we started our nursing program. We had offices in an old mansion, which was condemned. You try to open the window, the windows were nailed shut. But it was an interesting place, and it's where the health started—a lot of the good biology programs, and we all came together.

RUDOLPH: What were the students like when you first came? And how were they different—

KEATING: The students were great. But we suffered from being not the choice of students wanting to go to. I had my first class—a classroom full of twenty-five veterans returning from Vietnam. When I was hired, I was 22. I turned 23 my first year of teaching, and all of these guys were older than I was. They looked at me and said, And how old are you? And I lied and told them 30. And they told me, You're not 30 years old. And one of my first students was Peter Akeke, who went on to become our human resources man years later. Very well-motivated veterans, and I think that's the big, wonderful thing at a community college. You've got students of all ages, and usually the older students will push the younger students along, and it works very, very well. Today's students; we have an incredible array of students. We have students who desperately need developmental courses. And we have some other students who are

absolutely incredible. I had last semester the most unbelievable pre-calculus class. There were 28 students, 21 of whom do not look like me, which is incredibly wonderful that our college is now diverse, and it actually goes into the community with a lot of the different ethnic groups that are in our community. And, we have Mary Baker to thank for this; incredible woman; there's a school in Brockton named for her. Mary was just an unbelievable woman who came after ten years that we were open. And it was her job to get out into the community because no one knew that we were here. And I think it's unbelievably wonderful that we now have this wealth of students. I learn all kinds of things from my students. I had this wonderful student this summer who was from Cape Verde. Her husband is a Qatar Airlines pilot from the Middle East. And when he comes in, there's a whole bunch in the class, we're all going to go to dinner; we're going to talk to him about being a pilot and so forth. It's just a great wealth of students. And we work very hard with them; push them along. We have the multi-task of getting them into careers, of getting them on to four-year colleges. And this group that I just finished with in Pre-calculus—it's just unbelievable. They go on to calculus and whoever gets them, they will do very, very well.

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RUDOLPH: Well, it's a legacy to Mary Baker.

KEATING: *[talking at the same time]* Oh, yes. Oh yeah.

RUDOLPH: Her legacy here. But also, too, faculty members like you who enjoy working with students that are diverse. *[talking at the same time]*

KEATING: Well, it's fun. It's fun to work with students of all different ethnicities and whatever, and everybody learns from everybody else, and it's just a great school to teach at. I teach across town at Stonehill, and Stonehill is much more like what Massasoit used to be in the old days.

RUDOLPH: In what way?

KEATING: White, Catholic students. They're trying. They're trying to get diversity over there, but it's not. Over here, it's incredible what we can all learn from each other. And I think people like Ida, who have put together seminars, diversity, Yolanda, who is

our new Diversity Director, is getting involved in all kinds of projects. She was at the Board the other night; there's going to be a mentoring program for students who are of all different ethnicities, and I think it will just be incredible.

RUDOLPH: So, at the beginning of Massasoit, are you saying that most of the students who are here were not—it was not a diverse campus?

KEATING: No. They were all basically like the faculty, who was basically only white.

RUDOLPH: And why do you think they came here at that time then?

KEATING: Probably because they didn't get in other places. We were not the first choice, and I started to say that then skipped it—we have now become the first choice because of price for a lot of students. And a lot of us work like heck to get these kids some good scholarships to go on for the junior and senior level. This group in the STEM area, and I know that's another question, we have an incredible array of students who now study the math/science areas and do really well and get lots of money to go on for four-year degrees. And I think our success with scholarships is the Jack Cooke Kent [Kent Cooke] scholarship we have won that many times. It's a nationwide, thirty to thirty-five only students—they compete across the country and they get \$60,000 to finish their last two years of their college education. And I used to be the faculty moderator, and I won the scholarship twice for two students. Being a math person, I went, Okay, I need to get out of this. I'm still on the committee, and I'm very much involved, but Sharyn has taken over, and we've won two more times in ten years, and it's just great to see the students who can go anywhere. I mean our first two, one went to BU [Boston University], total ride. Another one went to Bentley, totally paid for.

RUDOLPH: Yeah, and what is this thirty to thirty-five?

KEATING: Thirty to thirty-five in the country apply—we have a committee—I'm sorry, that get the scholarship. We have a committee, and we have the students apply to us. Kenny Anania's on it; Christine Dymant. As I said, Sharyn runs it, and we know exactly what they need to get, and we've been very successful getting the scholarships for our students.

RUDOLPH: Now this is Sharyn McCaughey.

KEATING: Yes.

RUDOLPH: I'm always surprised at what we do here, too, and pleased of course. Who were some of your—you mentioned a few people—but who were some of the colleagues that you remember from your early years here at Massasoit? Who might have either been influential or [*talking at same time*] remembered in some way?

KEATING: I think a personal friend was Carolann Brady. Wonderful woman. Joanne Landry was one of my best buddies and her husband Bob. Probably President Musselman in his own way, followed by President Ayers, who was just a dynamite president. He was our second president; he was of color, which was wonderful. He had lots of ideas. My old boss Bill Edy, who was an incredibly gifted vice president. And just generally a lot of people have become close friends that we've known each other for years. God rest her, Lois Martin. I walked in the Science building the other day. We now have a huge plaque up and [all of this?] in her memory. And someone walked around the corner, and they said to me, "Are you crying?" and I said, "Yes." Lois and I were best friends who could yell and scream at each other, and ten minutes later we're best friends. As she passed on and she was getting worse and worse, she was in a nursing home, and I walked in and she said, "Come here." She grabbed my hands and she kissed me and she said, "You know when I took your statistics class, I knew I couldn't learn a thing from you." [*JR laughs*]. I looked at her and said, "You're a B" The nurse came running back in her room, and the two of us looked at the nurse and said, "Get out! We've been this way with each other for years." Currently, Barbara Finkelstein is an incredibly gifted, talented administrator. She is probably my best friend, and it gave me great pleasure to be one of the references for Barbara going to Maine. She will make an incredible president up there. It's a terrible loss for the college. But she's already told me I have a bedroom at her house already outfitted, so I'll be up there. There's a lot of people over the years that truly are wonderful individuals that I've interacted with. Anne Scalzo McNeil is another really great person who's been here forever. Brenda Mercomes, Terry Gomes. Some of whom are still here, some who are long gone. We just had a good group of people that got together, Doc Coggan[?], I mean I could go on forever. Vic Fezio, God rest him; first chairman of our law enforcement department. I was on his hiring committee and my boss says to him, Bill Edy, "What do you know about the French Connection?" Two hours

later, Victor was still talking. And Victor looked at us, “What about the job?” we said, “Shut up, you got that two minutes after you started talking.” [*JR laughs*]. I mean we had an incredible law enforcement program, and Vic got us in the community with fingerprinting children and all of this stuff, in case the parents had problems. We’ve always been out in the community doing things. And this is why now I spend lots of time in Middleborough. Charlie, when he first started Middleborough, said to me, “I want you to work there, and I want you to help me.” And one of the great things I think I’ve always had with the president is I can go into an office, and I can fight with the president, but it never happens outside in public because I respect the fact that we have a president. And I told Charlie when I _____(??) and at the end, he said to me, “I made the decision. I want you there.” And I said, “Yes, Mr. President. I’ll be there.” And we went out to lunch with Barbara on Monday, and he said to me, “I just thank you for all you do down there.” I said, “Charlie, I love it. It’s like the old Massasoit.” We have three-hundred and some odd students. They know us by name; we know them by name. And we give them a lot of personal attention. And unfortunately, we’ve lost a lot of the personal things that happen here because we’re just, in my opinion, too big.

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RUDOLPH: We’re getting bigger.

KEATING: Yeah. It is unfortunate, but it’s also progress, and we have to do that.

RUDOLPH: Well, why don’t you tell me a little bit about Middleborough and what you do down there and maybe even a little bit about its history.

KEATING: Middleborough probably started—I believe it’s our fourth year. We started with 98 students. We have well in the three hundreds now. We plan to have close to five hundred starting in the fall because we have just started a brand new paramedic EMT program. The college is now under a lease with a private educational consortium that had the money to put in our biology lab down there. The entire downstairs in the old elementary school is now an ambulance, EMT, paramedic suite. It’s absolutely incredible.

RUDOLPH: Do you really have an ambulance down there?

KEATING: They built it into the wall. It's everything that goes on in an ambulance. It's really unbelievable. And we've got all the mannequins that you could simulate anything that can happen. Scotty, who is the director of the program told me one day—his eyes glisten up when he tells me; he just loves it—“We are going to be cooling down people that we pick up on the street in an ambulance.” Whether it be one of the first programs to do this and it—

RUDOLPH: What does that mean?

KEATING: It shuts down the body's falling of the heart. They can get them to the hospital in a better state when they're in an accident. I mean, it sounds incredible. I have no idea what I'm talking about, but he talks about we're going to be one of the first colleges and programs in the country to do this type of thing. And if you think about it, it cuts down on the bodies falling apart with an accident. Then we come upstairs and we just have wonderful students. It runs with a very small staff. We're working on that. The president the other day said to me, “Do you like Doug?” I said, “He's great.” We have a brand new director, and Doug is running around; Doug Walo, he's Katie ___(??) Walo's husband. He's an incredibly gifted young man, who's working and developing. And Charlie said, “Just tell him to talk to you, whatever you want, or talk to me, and we'll see what we get.” We need some more staff down there. It will happen, and hopefully we hit over 500 in the fall and then we're trying to get a full-time person from Student Affairs down there. We have James Blandino three days a week. Jim is really great—James is great with the kids. And hopefully we can work it into something more permanent. Students get a lot of personal care. Our own director John Morosco, first year we were there, some students was transferring to Bridgewater, so John calls me up and says, “Can you come down here early?”

I said, “Yeah, what do you need me for?”

“I'm going to Bridgewater with a student.” And John went with the student to Bridgewater and fought to make sure they got maximum credits in transfer. It's the personal attention that you can give the students down there, that up here there's just too many of them. And not enough full-time faculty and staff. We desperately need full-time people. Our math department has about eight full-time math teachers now. Because one

of them is full-time in Middleborough, one of them is full-time in Canton, and there are eight of us here trying to run around and do all the stuff that needs to be done in addition to our teaching. But that's what also makes it fun to work at a community college. You do all kinds of crazy things.

RUDOLPH: Now, are you going to make Middleborough exactly the same as Massasoit in that it'll get too big, do you see in the future?

KEATING: No, because we can't grow. We have I think the maximum is five to six hundred —,

RUDOLPH: In that building?

KEATING: Yes. Charlie is already talking about portable classrooms in the back. We've talked about perhaps going down to the high school, which is not that far away. But I think our beauty there is the closeness, the smallness; and it'll probably grow to six or seven and stay at that point. I mean, it's just a wonderful new, rebirth experience, which as being an old timer here, it's great to be down and getting involved and starting new.

RUDOLPH: Reminding you of when you were first here.

KEATING: Back in the old days, yeah.

RUDOLPH: You've talked a little bit about the part that the college has played in the community. Is there anything else you want to add to that?

KEATING: Oh yeah. We are now out in the community; respected in the community. People come to the college and use our facilities for everything. And I think we have become a leader in the South Shore area. We have done tons of seminars from the Math department for the teachers and all of the local high schools with ACCUPLACER testing and all of this stuff. And Maryanne and I were in a local school one day, and the math department chairman there asked Maryanne, "Well how many of your students take Algebra II?" and Maryanne goes, "I think about eighty." And the woman mutters to the people next to her, "I doubt that; it's a community college." Well, I'm standing right behind her. I said to her, "Excuse me. We're leaving. I'm not putting up with this." And she looked at me, and she said, "Mm-I'm sorry." So we did our seminar, and I came back

and I called Holly, and I said to Holly, “If we get really bad evaluations, I did take this woman to task.” Three weeks later, she called me and she said to me, “I was wrong. I want to teach part time for you.” Now she teaches for us.

RUDOLPH: Oh, wonderful.

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KEATING: And we have incredible relationships with all of the local school systems. We are out there. One of our newest programs is the Vet Tech, which is with Suzanne, who’s director at Norfolk Aggie [Norfolk County Agricultural High School]. It’s going to be an incredible experience. UMass Stockton is involved in this. We’re going to be dealing with large and small animals. Norfolk Aggie has an incredible plan; they want us over there dealing with them. We’ve been teaching foreign languages over there for years. We are ____ (??) Braintree started the ACUPLACER. Maryanne and I, one day right before Christmas, it was our reading day, went to Braintree and gave all the Needs-Improvement juniors the ACUPLACER test. Two of us then hand-scored them over Christmas, went back to Braintree; Braintree turned right around to prep their juniors so they would be ready when they go to a four-year college or to us or to any higher education—they would be up to snuff. And this has happened at lots of other colleges around here, and this is due to Bill Kendall from Braintree High School, who decided that, by God, this is what they’re going to do. Braintree now continues this; Kevin is the liaison. Kevin will walk in my office and say to me, “Jack, I’ve got six kids. They scored a little bit lower than what they need for college algebra. Will you give them the grade, the difference?” and I say, “Certainly,” because Braintree buys an online college algebra course from us, and their tutors work with our teachers, and they get the kids up to snuff. It’s a very wonderful program. We have similar ones with Braintree, Brockton, Weymouth—uh, I missed one—Randolph. And that gets us out there, and it gets our name out there. I think Laurie Maker and Jim Lynch have done a heck of a good job getting our name out there as much as possible. The publicity is there. We have a huge banner in the Middleborough Y saying, Come to Massasoit. There’s all kinds of things the community knows we’re an integral part of.

RUDOLPH: It's interesting that we're going into high schools in different ways, not just saying, Come to Massasoit, but giving them—

KEATING: It's a great bond. Because they can call me; I can call them, and we can all talk about curriculum and what's going on, and it's really a wonderful—making us colleagues, and we're more and more losing the thing of, You know, maybe my children, I should send them to the first two years because it's a lot cheaper; they'll get a quality education; and maybe they'll get some scholarships to go on.

RUDOLPH: Do you find that students from—I know a lot of students from here get very good scholarships to go to very good schools—Brown and Bentley mentioned—very good schools. Do you think it is because we help them get scholarships? Do you think it is because they're coming from a different place than perhaps all their other students do? Do you think it's a combination of things that they're smart; that they've done well? What—

KEATING: I think we're getting to students, and a lot of students are immature; in my opinion should not be in expensive, private college or an expensive public college until they really know what they want to do. And I think this is one of the strong points we have. We've worked with the students. Our counselors are incredible giving them aptitude test, batteries, all kinds of things happen when students mature. You then get some faculty in different areas who say to the kids, Well this is what you can do with this type of a major. I think it's a maturation process and a lot of 18-year-olds are much better off coming to a community college and learning what they want to do. And I think we do that really well, and it results in the four-year schools saying, Hey, we want your graduates; a Massasoit graduate really means something. Our Connect project, which is the common objectives between all the six colleges in the South Shore, the public colleges: it's UMass Dartmouth, Mass Maritime, Bridgewater State, Cape Cod, Bristol, and Massasoit. We have now every single math course from topics on up; all have common objectives. So the students have no more problems transferring anywhere. If they go to Bridgewater for a semester as a freshman, take Calculus 1 and don't like Bridgewater and decide to go to Massasoit, they go right into our Calculus II. Same way if they go from us with Calc I, they go into Calc II. The Elementary Ed. program, which

Sheila heads up. There are three elementary ed. math courses required for the bachelor's degree, and we teach the first two and Bridgewater takes them in and teaches them the third one, or another college they go to. It's the good relationships there. This Connect thing is really good. The biology people are working on similar objectives, and it's so the students have a seamless transition. And again, it gets all the faculty, in this case the college faculty. And God rest her, I replaced Lois. It was originally Lois and Jane DeVoe and to this day, I walk in and they go, "Here comes Lois," and I go, "Yeah, God love her." And it's just a wonderful collegial relationship. As a result of this latest group meeting at Bridgewater, I'm working with Bridgewater trying to get an M.A. in mathematics, which Bridgewater does not have because we want to home train our tutors. We have some of the most incredible students who have graduated from here, who go on and have a bachelor's degree in math, but there's no easy, inexpensive master's degree in math. If you want a master's in math, you had to schlep to Salem State up on the North Shore. And I was at a meeting [at the inn?], and I said to those three I work with, "Well you need a master's degree." They went, "Oh my God, yes we do." So this is a project Doug and I and the Bridgewater people are going to work on, and hopefully in the next year or two, we'll have an MA in math. And then some of these incredible tutors that we have over in the ARC will be able to get their master's credentials, and then we can hire them full time. A lot of them teach already; it would be nice to hire them in a full-time capacity.

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RUDOLPH: Those people who already know our students so well.

KEATING: They're incredible. They graduated from here; they went to school here; they've gone through all the trials and tribulations. And Guillermo, who is one of the tutors who has not graduated yet, Jane and I got an email from the Bridgewater woman who we work with, Irina, who is on TV all the time advertising Bridgewater, Irina said to us, send this on to the rest of you, I want to thank you for what you have done for Guillermo. He is an incredibly trained student. Well, this year Guillermo is a senior. She has picked him as her research assistant. So he's absolutely thrilled. And she said to me

recently, “Don’t tell him this, but we’re going to pull strings and get him hopefully a full scholarship through to the master’s to the Ph.D.”

RUDOLPH: Oh, wonderful.

KEATING: So, I mean, it’s this type of collegiality, and the students are changing—they’re much better because we motivate them; we push them. And you know, the students who need the help with our developmental, we have now have our computerized math courses. I’ll be in teaching with Maryanne—team teaching again in the fall. I think my boss and I finally see eye to eye, but it’s not the only modality because the Math Department voted that all the developmental courses would be on the computer. And I was an in—I was in Middleborough interviewing for the Director. So, it came out unanimous. And I called up Alex, our department chair, and I said, “You need to change that, and you need to put Jack KEATING and Sheila Coelho. they were down in Middleborough. So, Alex said to me, “Would you have voted no?” and I said, “Yes. We need all the different modalities for our students.” And we do. There’s a lot of students learn well on the computer, and there’s a lot of students that need a little TLC. So I think what we’re going to do this year is to take them out in groups if they’re not doing well in the computers, and I’m going to try some of this—just sit and work with them individually, give them little preps in what they need and so forth. But we’re trying to get some of the defects that they didn’t catch going through school so we can get them into college programs as quickly as possible so they get credit, and they’re not problems. And that’s a big job that we all have.

RUDOLPH: What do you think are—this fits right in with what we’re talking about—what do you think are some of the college’s biggest accomplishments?

KEATING: Coming into a world of respectability. Starting from an overgrown high school. The worst choice for anybody, if you can’t go anywhere else, you go to Massasoit. And now we have lots of students who want to come here. We also have incredible programs that can get them jobs, send them on our nursing program, our respiratory program, our polysomnography program, which was an outgrowth of respiratory, which I’ve been on respiratory since I started the program a long time ago. And these doctors from Cardinal Cushing said that there’s no rules or regulations on

sleep apnea. I turned to them and said, “There’s a meeting next week, and you’re going to tell me what we need.” They showed up, we got it through; we got to a board of ___(??) program. We were the first college in the country to have one of these. The Board of Higher Ed and state and the federal government went, Oh my God, there’s no regulations. So as a result, all these regulations were started, and our first graduates passed through in January, I believe it was, they are getting forty-five to fifty-five thousand dollars to work in sleep apnea with [an?] associate degree, and hopefully they’ll move on to somebody who will develop more credentials for them. I think it’s the changing, the wonderful jobs they can get. We’re no longer the last resort. Yet at the same time, if you go to a four-year school and you just totally bomb out, you can come back to us; hopefully we’ll give you the confidence; we’ll get you where you should be. And on you go back again to whatever your educational needs are.

RUDOLPH: More like a second chance than a last resort.

KEATING Yep, in a lot of cases yep, yep.

RUDOLPH: What do you see as the college’s disappointments?

KEATING: The lack of a bachelor’s degree in respiratory, which we desperately need because there are none in the state anymore. But hopefully with the political change coming up next January, we will have a bachelor’s degree in respiratory, that will be our first. It is one of Dr. Wall’s priorities. But at the present time because of some of the people in Boston and the players, we’re not allowed to have bachelor’s degrees. I don’t think the college should have a lot of bachelor’s degrees. But I think there are certain areas where we could exceed. I would like to see us have money for more full-time faculty. I think it’s criminal that budgets are always cut, and the fact that community colleges with the cliché are always asked to do more with less. We need some really good stable funding so our students can afford to come here; is extremely difficult at the prices we charge. I think \$537, starting in September, is a lot of money. I will put on every one of my statistics classes on the board, \$537: you would have graduated from Massasoit; you would have gone onto one semester at Bridgewater, and you would have had \$37 to have coffee and lunch. And they look at me and go [*gesture?*]. You need to get political. You need to talk to your reps. I mean I think our reps have been incredibly supportive.

God rest and love Anna Buckley and Peter Asiaf Back in the old days, they were incredible. I mean Peter—I was dragged by the president to a House Ways and Means, and I said to Pres, he's sound asleep, the president goes, "Be quiet" after ten minutes, Peter wakes up and yells, "What about Massasoit?" "Shut up, Peter, we'll take care of it." I think if we could just—and everybody's talking—the president, the governor—about what a wonderful set of institutions community colleges are. Well dammit, put the money there and give us lots of funds we can just—we can go above every other college. We just need to not rely on—God love the part-timers—it's terrible. We have, I think, seventy, eighty part-timers. The retired people, that's great. I mean you can put any retired high school math teacher into our courses, and they're wonderful. But it's these young kids, and by young kids I'm talking anybody fifty on down [*JR laughs*] Give them a job. Give them health insurance. You know, we need to have the money to do right by these people. And it's unfortunate because they're going from here to the next school to the next school to just try to keep food on their table. We need a stable, funding source; sources that increase and allow us to do all of the latest. To experiment; what works; what doesn't work, and just keep our students going.

RUDOLPH: Those are some disappointments, yes.

KEATING: Mm-hm.

RUDOLPH: What are the most difficult problems that you faced here, and were the outcomes?

KEATING: I don't think there were any. I love working here. Absolutely. If I have a problem, I solve it.

RUDOLPH: Mm, that's what it sound like.

KEATING: You know, it's—I mean I just go to the source, just figure out what we're going to do, and get things done. You know, someone said to me, You like to complain a lot. I said, Yes. But you do have solutions and you have suggestions, and that's fine. I like to look around, go to the source, and get things done. That's important.

RUDOLPH: And you do have ideas on solutions. I'm going to go now to the questions that I sent you that are more towards what you have been doing here. You've been a

faculty member at Massasoit since its early days. Can you tell us about your experience. You mentioned that you were hired, and that was a funny story, but can you tell us a little bit more about the hiring process at that time? And then how that process has changed.

[0:40:04]

KEATING: Well, I think I've mentioned that I was basically Irish Catholic—you're hired. I think now the hiring process is very good. We screen; we interview, and we try to make sure that we get a diverse population to fit within the parameters of the our classroom. It is unfortunate, we just had a search committee and we recommended a young woman who had just received her Ph.D. in math. We have no one with a doctorate in math. And unfortunately, she didn't take our job because another place hired her. We do not have high enough salaries to attract people to the college community, and that's unfortunate. We've got to work on that. I think the process of hiring now has been streamlined. I think we do a good job basically getting people in here who fit with the missions of the college.

RUDOLPH: It is unfortunate when someone doesn't come because of--

KEATING: --the money. I mean the high schools pay people \$20,000 more a year to start. Maryanne Rosato showed up from Medfield High years ago and she dropped \$20,000 to take the job. And Fran and I turned around and said, "Okay, here's three extra courses each semester." And we made up the money, but we shouldn't have to do that because it doesn't count toward your pension retirement and all that stuff. Whereas in high schools, it does. Because you get one salary.

RUDOLPH: Do you see any changes on the horizon as far as that goes?

KEATING: No.

RUDOLPH: Well, the economy's not that good right now.

KEATING: Mm-hm.

RUDOLPH: This is where we're going to talk a little bit about your position as an administrator. And at one point in your career, you went from faculty member to an administrator. Could you talk a little bit about that experience. I'm assuming that at that time you didn't teach at all, but I'm not really sure about that.

KEATING: Okay. I became Division Dean of Math and Science a long a time ago, and I always taught two classes. I feel an administrator must teach, and an administrator must know what the student body is like, and be in the classroom. Shortly after that, the dean of faculty, [Billy?], decided he needed an assistant dean. And I applied for the job, and I was hired as Assistant Dean of Faculty. And because the college didn't have a lot of money, I was Division Dean and the Assistant Dean of Faculty at the same time. And God love and rest her, Alison Eldridge, was my secretary, and our office was in the T Building, and I taught an eight o'clock class every single morning, and Alison was told unless the building is burning to the ground, do not come bother me in my classroom.

And I truly believe every faculty person should teach—every administrator should teach. I think you lose contact with what goes on. Part of my job as the assistant dean of faculty was to start new programs. I started umpteen programs: respiratory is still around—it's thirty-five/thirty-six years old. When Bob Rose was the president, they had their thirtieth anniversary, so it's a little longer than that. And there was a big party at Lantana, and I pull up, and Bob Rose pulls up in his car next to me and he goes, "What are you doing here?" I said, "Oh, I have somebody graduating." Okay, I walk in, and there's a big picture and a poster of me ___(??) the mother and father of the program, and just turns around and goes, "It figures. What weren't you involved in?" I did all kinds of program development. We had a dental lab program, which people were making false teeth. We did lots of things to ___(??) The community. Our first round and my great love of funeral service education happened a long time ago. It was political; we were given the right to start the program, and it was taken back because several of the funeral homes in Boston thought we would run the proprietary school out of business. I do have other things other than funeral service, but I thoroughly enjoyed getting out in the community, meeting people, and getting programs to meet the needs of what our college is supposed to do.

This is truly what a community college is—to get out there and meet the needs of the community. Mary Lynch is fantastic about getting numbers for all of us. When we do try to develop programs—you know Doug and I will be brainstorming this afternoon down in Middleborough, What can we do? What kind of programs will we get? Because I love developing programs. And to this day, I always keep my foot in and my arms and all this because I like doing this. I think seeing what we can do—and I've mentioned funeral—

we brought it back again. It's unfortunate, we do not have that at the present time. Charlie and Barbara have strong feelings as to why we don't have it, and Charlie said to me, "I used to go to Boston and they'd call me the President of Death. Barbara would go to Boston and call her the Vice President of Death." I said, "I go to the Board of Higher Ed [Education] and they call me the Dean of Death," I go, "Thank you." I think all of these programs meet the needs of the community, and in funeral service in particular, if you go to a funeral, usually there people there who look like me are the funeral directors. Well I had a board that had everyone imaginable, our advisory board for a funeral service, and they were just incredible people who wanted to give money for our students and so forth. And it's a difficult profession because people burn out fast. Respiratory, our students are all over the South Shore. I started some secretarial programs. You know, the dental program unfortunately, we don't have any more because it was very expensive to train people to make false teeth, bridges, crowns, and all that stuff. The Vet Tech program, Charlie and Barbara dragged me to a meeting up in Framingham one night. And then I walked in and one of the old board members goes, "Oh my God, you're not dead!" I said, "No. Neither are you." And we laughed, but now that's coming to fruition, and we've got some faculty who will be teaching in those programs. It's just creating what you can do around here, and that's the beauty of working in a community college.

[0:46:31]

RUDOLPH: I think too, that these things that have come and have passed, there are some that you mentioned that had problems with them—financial for one. But because of what we are, is it also that our needs in the community change and that—

KEATING: And the programs should change.

RUDOLPH: So, you could have a job forever finding new programs.

KEATING: Yep. Yep. I mean, we can't keep training blah blahers if there's no jobs. That's a fraud. It's not fair to students. The whole thing of the private, proprietary schools and everybody investigating them now. I think we've always done—what was the program, ophthalmology? No. Our head of our education program, physical therapy assistant. I mean we started the physical therapy program, and all of a sudden, it became

the profession that people were getting a lot of money. And suddenly they needed Ph.D.s, they needed masters degrees, and we did study and said, No. We cannot keep this program going. And I think the college does well in getting rid of these things that we know there are no jobs. Charlie wants to get us back into marine science. I think of Dr. Musselman and our Marine Science Technology program when we used to joke about building an inland canal from Nantasket to Brockton because at one point, we were going to get the Hull Aquarium to run this program. There's been a lot of history, but I think a lot of honesty when you come down and say, We need to train students, we need to have jobs. If they're legitimate, let's do it. And if it runs in cycles—We taught at the Pilgrim Power Plant. I used to go down there one night a week, and my wife would say to me when I came home, “We'll burn your clothes in the backyard.” [JR laughs]. But we trained these guys—Danny Kimborowicz, gave him 45 credits with a ___(??) We taught five courses, and they got an associate degree, and they went on to UMass, they gave out bachelor's degree for all these guys who work—and women—who work down in Plymouth at the power station.

We've always been out. I love going off campus and teaching. It's fun. Another thing I thoroughly enjoy is our jail programs. I taught in Dedham for Sheriff Bellotti for years. I started the program for the community colleges. I've been to Walpole; I've been to Concord; and recently, I was ordered to go to Bridgewater. I had been there once. I would never go there again. I had never been afraid to teach in a jail before.

RUDOLPH: But you were there?

KEATING: I was in Bridgewater, and it's for somebody I work with at Dedham, and it was a Malmachuset [phonetic] course. That they called Barbara and said, Well Jack teaches at jails, so Jack could handle the course.

RUDOLPH: What was so different there that—

KEATING: I think there's a very deep lack of control at Bridgewater. I mean, I taught at Dedham for years. We were in a classroom. If I had a problem, all I had to do was by, hit the phone, and the correction officers were there. In Bridgewater, I thought it was very relaxed; it was very different. I was given a seminar on *This is How They Make Shivs*, which I guess you stab people with, I don't know. And I said to the woman who was

doing it, “Then why the Hell do you allow my students to sharpen their pencils and leave my class every day?” She goes, “What is your frame of reference?” I go, “In Dedham, I gave out pencils; I counted them, and by God if I didn’t get the same number pencils back, they searched the students ‘till they found the pencils.” I mean, I remember one night at Dedham, I forgot the key to the cabinet, and I needed to get the calculators out, and I said, “Oh God, I forgot the calculator key.”

“Turn your back; I’ll get the key open.”

I said to him, “Can you get it locked again?”

“Oh yeah, sure.” I mean I went in, I liked Dedham because Dedham is a prison that people are there for maybe two or three years. And we cut down on recidivism dramatically. I mean, I walked in and I tell my students this all the time because there are problems in the staff book about driving drunk. And I walked in, and met this incredibly, lovely young man 18 years old, and he said to me, “I screwed up my life.” And I said, “Why?”

“Well, graduation night, I was drunk, got in the car with two of my friends, and killed them. And it’s mandatory to go to jail for two and a half years. I was all set to go to Wentworth.”

I brought the calculus book in, I dragged the physics teacher in with me, and by God we kept this kid going two and half years. A year later went to Wentworth and graduated.

[0:51:19]

RUDOLPH: Saved a life.

KEATING: We do this and that’s why I like prisons. And I hadn’t been there and Sheriff Bellotti was at our gala, and it was a damn Red Sox playoff, so I looked down, and he was gone. But I want to get back there. But Bellotti is Quincy territory, so Sheriff Bellotti has gone to Quincy for all of his courses. And I know he likes me because I mean I dragged Charlie there, and Charlie had never been to the jail. I dragged Charlie to a graduation, and I’ll tell you, our president does an incredible job with politicians. We had Keiko Orrall down in Middleborough last Friday. He’s superb with them, and that’s what a good president does. But anyway, this whole prison thing—I have an inmate who has

now been released, and part of his release is he has to go around talking about drunk driving for students. And the first time he came here, I knew he was coming, so I went running over, and I would never tell anybody where I know anybody from. He brought me up to the stage, a couple of other people who work here in the program and said, “These people changed my life because I met them in jail.” You know, and it’s just it’s that type of thing—and it doesn’t have to be jail inmates—just people come back later and say, My God, look what this college did. Look at the changes in my life. And we do that very well. And I tell the kids, You need to come to graduation. I don’t to. I said, Yes you do.

RUDOLPH: Oh, our graduation is the best ever.

KEATING: I say to them, Listen, we’re going to line up and cheer you as you walk through after you get your degrees, and you bring your wife, your kids, whatever it is, and you tell introduce us, and then in five years you come back and tell how much more money you make than most of the faculty. [*JR laughs*] Just tell me to shut up if I’m too much of a—

RUDOLPH: No, you’re not. These are great stories. We were talking about your being an administrator and as a faculty member, you went from faculty to administrator, and you did talk about your experience, but I wonder if you could compare the two positions and what you like about each one and what you don’t like about each one.

KEATING: Being in an administrator, I love the ability to create new things for the college. As a faculty member who’s pushy, I still create new things for the college.

RUDOLPH: And as an administrator, you taught.

KEATING: Yes.

RUDOLPH: Yes.

KEATING: I’ve always done both. I think teaching, imparting knowledge, when you’ve got a student who turns on, who’s never had the opportunity, especially in math, where there’s a lot of math anxiety, fear, it takes one math teacher to turn to a student early in life in a school and say, “You’re a dummy; you can’t do it.” And we have to break that down. And when you’ve got—and I love the adult students—when the adult students go,

Oh my God, that's what I didn't learn years ago, Yeah! I mean, it's just and it's great, and they don't have to be adults. I mean, that's—I think they're both wonderful jobs. I like being an administrator, but I like being an administrator on my terms, and I can do that as a faculty member who does all kinds of other crazy things.

RUDOLPH: [*laughs*] Great. Although—and this is interesting to me because I want to know what you actually do as this—although you have resumed your faculty status, you are an AOD, Administrator on Duty at certain times. What is an AOD, what is the purpose and what do you do? [*talking at the same time*]

KEATING: I run the campus; I'm in charge in everything that goes on here.

RUDOLPH: So, there's no other administrator at the—

KEATING: There is no other administrator. Okay, one evening a long time ago, there were a bunch of students waiting for a counselor, and there were some counselors down there who were having tea and having a good old time. I marched into their offices and I said, You will take care of this one, this one, this one. The next day, they go to Marie, Marie goes to Barbara, and Barbara goes, "Hear me, and hear me good. When I am not here, Jack is me. When Jack is not here Marie is me, do you understand that? They are in charge of the campus." So we run the whole place. There's a problem, we take care of it.

RUDOLPH: Now, Marie.

KEATING: Marie Looby. She's my other AOD.

RUDOLPH: Alter ego.

KEATING: And we are in charge. We are the person that the ___(??) We had gas leak years ago in the Fine Arts building and this wonderful English teacher comes over and she goes, "Where do we heat the buildings with?" I said, "Why?" "It smells of gas." I called the police, Henrique comes running over with me, and the building is loaded with gas. Call the fire department, call the gas company, I'm right there, that's my job to be there. And in comes this young fireman, and he goes, "Professor Keating!" So the other one goes, another young one, "He's still teaching statistics?" He says, "Yeah, why?" "Oh I just bought all your old tests; I'm going to take the ___(??) on the Brockton Fire Department copies some of my old statistics tests. I mean, it's just crazy. But, you know,

that's what you do, you are on duty all the time, no problem. If there's a problem, you have and our police work with you, and they're really great. But we run the campus.

[0:56:49]

RUDOLPH: Well, it's good to have a someone who is in charge, one person, when no other administrator is around that is important. Could you talk about the changes in math education at Massasoit over the years? For example, how has the sequence of college level math courses changed? Are you finding our new students more or less prepared for math than students in previous years, and if so, why do you think that is?

KEATING: First of all, more prepared, no. We end up back filling for a lot of students. I have no idea. I believe MCAS testing is part of the problem. That we are teaching in lower level schools to tests. It's our job if they're not up to snuff to get them up to snuff and not reduce the standards, and send them along. I can laugh and joke in our topics course and our statistics course because it's just basically for college level credit that nobody's going to go anywhere from these. But, you take a calculus, pre-calc, a college algebra, and I don't bend, and I think we're all the same way because we have to have these students go on to a four-year school with the imprimatur. I think it's unfortunate the standards have dropped dramatically. And I think it has a lot to do with parents being in conjunction with the faculty and the schools to train the children. I think we all have to work so the product is the child is well-educated.

RUDOLPH: Now, this kind of relates to it about, now that I have you here as a math professor, and I'm going to ask you about something that's been bothering me for a number of years. I understand that times change and that students have been taught as you said, to the MCAS test and not a sequence of what they should know for a lifelong learning or whatever to go on. And that we have instruments that now give us answers, so learning how to perform certain functions may not be necessary anymore. However, I have to tell you more than one cashier I have had to tell that cashier how much change to give me if the cash register has broken down because they can't do simple—especially if I give them dollars and then give them the right amount of change. They can't figure out what to do. I also have found that some students ask you what time it is, even though we have a clock on the wall because they can't an analog clock. They look at their cell

phone, and it tells them in words what time it is. So, do you get frustrated at that or do you take that as a teaching opportunity when you see things like that?

KEATING: I think you have to take a teaching opportunity, but I think it's very, very hard because I think people have lost the ability to do basic computational analysis, and it's unfortunate, and I remember my own children—we didn't think the middle one could read the clock, so we threw out all the digital clocks and handed him an old fashioned clock with a time and so forth. I don't think people want to take the time. It's a generation—it's me too—they want everything fast. You need to have some basic, common math facts. Common sense. If you give me five dollars and three cents, and the thing says ten dollars, you darn right well better know it's a five dollar bill that comes back. That's unfortunately the dumbing down of our society. I truly cringe.

Great story: Years ago when Caldor—yeah, Caldor—was in business, and I had six bags of stuff, it was around Christmas time, one of my children had 20 percent off coupons, and the dumb cashier kept pushing 20 percent. I had a credit card out and I had six or seven bags, and when the cashier got to \$5.12, I quickly put credit card back and handed them a 10-dollar bill, and one of my kids is going, “Daddy!” I'm going, “Shh.” [*JR laughs*]. It's just, you look in the stores and the percentage—they give them charts of how much percent off is, they don't have a clue. And in all of the classes when we get to those things, we talk about it. In our pre-calculus class, I love teaching business calculus, so I get to the point where I explain what are mortgages, what are your bank accounts, why you buy annuities, why you do this, why you—and we explain all the math of it because they really don't know, and it's unfortunate. I mean, the thing I love to do is put up an ad from a car dealer, Come and buy our __ (??) car, interest rate for sixty months. Okay, and that's what it says. Or you can finance on your own and there's an \$8000 rebate, get your own financing. So, I pull an ad Harbor One and one of the credit unions. Bridgewater Credit Union finances cars at less than two percent. I sit down, I go, “Okay, the dealer wants \$25,000 for this car divided by 60 months; you're going to pay \$433. Saturday morning, you go to Harbor One. They give you free cookies, free coffee, and by God, they're financing cars at 1.33 or whatever. You get a \$7000 rebate; you only have to bring only \$18,000 to the dealer. We sit down, we figure it out; oh my God, the payment's only \$323, right. You're getting screwed out of X number of thousands of

dollars. It's a sense that they don't have a sense of understanding arithmetic, and everyday life, and it's unfortunate.

[1:02:39]

RUDOLPH: Do you think that is what they're now calling financial literacy?

KEATING: Oh yeah, definitely. And it needs to be. We have a contemporary math course. And it's really supped-up fundamentals, and in the second part of it, we deal with the literacy of the math to the area the students are majoring in. I taught contemporary math to the culinary kids one year. And, it was Friday afternoon, I was ready to kill the culinary teachers; they took off; they weren't here. Because I wanted to go in the kitchen. So God love Maryann, she brought in the crock pots, I brought in my crock pots, and we cooked with the kids, and we taught them how half recipes, double recipes—whatever they needed. The practical math for their life skills. And I think you need to teach practical math. Everybody needs course. You know, the worst thing is those plastic cards, and they don't understand what they have.

RUDOLPH: That happens to a lot of college students no matter where there are.

KEATING: Yup, because they pass them out the first day.

RUDOLPH: There is a lot of talk about the STEM courses in academics today, especially in encouraging women to enter these fields. For people who might be listening to this years from now, STEM refers to Science Technology Engineering and Math. The discussion involves our country's competitiveness in technology but at a more local level, Massasoit's charged to prepare students for a high tech workforce. Could you talk about STEM as it applies to Massasoit, particularly in your area of math and if you have seen any changes in college or department policy over the last few years. And also, with women currently outnumbering men in college, have you seen those numbers reflected in your math course offerings?

KEATING: STEM is the future. We can get people jobs. Our math department is basically a service department in with the science area. We have a brand new genome lab opening tomorrow. We're having a ribbon-cutting ceremony. We have an incredible amount of money that the governor and the federal government have put into it because

we can train people and get jobs. Our math department consists of three males who are full time and probably seven or eight females who are full time. It's a wonderful, wonderful type of faculty for students because traditionally women have not been highlighted in math. I think it's great. And when Cathy and Sally were here full time, I usually say to the kids, The two most well-trained math teachers in this college are Cathy and Sally because they have master's degrees from Purdue. We can get students jobs; we have research going on; we have people at MGH [Mass General Hospital]; we have people __ (??) program. They are doing summer research. We have people at Stonehill doing research, and they can actually get jobs, and they can get good money to finish their bachelor's degree.

I think one of the better stories was a student who finally got into our nursing program, and she was in a program working at MGH under one of our faculty, and it was in conjunction with Tufts, and the Tufts person came and said, "Wouldn't you rather be a doctor?" And this person I heard last time was about ready to enter medical school. So we're able to take that and indefinitely encourage women. I mean you've got to take little girls, when they're three and four years old, and have them do math. Boys and girls today, __ (??) do math if you're good. Girls do history and English, which is ridiculous. Everyone needs to learn the basic math, the science facts, and today you need to get a job. It's very nice to want to sit under a tree and pontificate about poetry. [*JR laughs*] But it doesn't get you a job. I think what's going on over here; these people are incredible new faculty. I think it's wonderful to have a mixture. We have a faculty member that I can't give you the age because she'll kick me—she started very young. She actually got to go to California with me last year with Aziza to a math conference, and Aziza's sitting there at dinner and goes, "Okay, cough up your age." Okay. And she said to me, "All I'll say is my parents have a big anniversary party, and I'm running it for them in two years."

"Which anniversary?"

[1:07:18]

"I can't tell you." So she tells us it's twenty-five, and she was [*whispering*] when she started here. She turned [*whispering, unintelligible*], and I said, "Hey, I was a year older when I started." She's incredible. She's a wonderful role model for the students. I mean,

we have the gardening going on, all of that. It's unbelievable. Students are actually very enthusiastic about this. We had Melanie who's in our science, her students are dredging the harbor in Boston every summer. She had them down the Cape last summer. We've gotten really good contacts, and the students are doing very, very well. And that's what STEM's about; it's the future of the country to get good jobs and the science and math all together. We joke about that the scientists couldn't do anything without math, but that's alright. It's just a great field, and it's great our government is putting money in. We have a STEM Academy this year. There are forty high school kids. Marianne and Aziza and Barbara O'Loughlin, and Dolores Shea, and there's somebody else. They're working with these kids. They get math in the morning. They were thrilled the other day. I saw Marianne in her grungies and her husband's there, and I said, "What are you doing?" "We're going on a field trip to Cape Cod today." They were down there. Delores was dealing with oil slicks the other day with these kids. They go on to the science people later. They were out chasing bees the day doing cross pollination. There's all kinds of incredible things. And these forty kids are in our liberal arts transfer science program. They will spend the next two years here, and the whole idea is to get them damn scholarships so they go on and they get a bachelor's degree in STEM area. It's a wonderful program. Doug, our new Division Dean, wants to get it every single summer. The feedback is great. The kids get breakfast and lunch. The kids are always doing all these different things. They built a robot the other day. I mean, it's a really wonderful time for young people to get involved in this.

RUDOLPH: And these are students who have just finished high school?

KEATING: Yup. They've all graduated from high school and they're coming here next year as liberal arts science majors.

RUDOLPH: Oh, well, it's something to think that students who are just graduated from high school are spending their summer here at a college.

KEATING: Ooh, yeah. They get credits, the whole thing.

RUDOLPH: That's wonderful.

KEATING: Ah, and on they're going to go, and we have great faith in them all.

RUDOLPH: That's great. Do you know the percentage of young women in that group?

KEATING: It looks pretty much even, but no, I don't know. But if you want to get that, ask Marianne. She can tell you.

RUDOLPH: Okay, thank you.

KEATING: Or Michael Baker who I think is one of the liaisons to it.

RUDOLPH: It sounds very interesting. You have been involved in a cooperative exchange with an educational institution in the Netherlands. Can you tell us a little bit about that project?

KEATING: The most incredible teaching experience in my forty-some-odd years. I had a ball. This gentleman named Rob showed up in Boston in October and Rob came bounding over, and Rob came and worked here for two weeks. The following May I got on a Delta jet or a Northwest and flew to Amsterdam. I taught in a Dutch school for two weeks; it was unbelievably wonderful. It was similar to our community college; the students were a little bit younger. Rob and I and his family and my family, we've become great friends. Rob's been here a couple of times. He'll be back again. He stays; his two children came; my six grandkids. They're sitting there with dictionaries talking to each other. It's an incredibly wonderful enlightening experience for every faculty person and staff member, and I hope everybody gets a chance to go. It was just unbelievable. You live in the host family's house; they live with you. You get dragged to—I went to more church groups, social—you're like an ambassador—you talk, but the really crazy thing was every group I went to, whether it was the Kindergarten—I had three children—kindergarten, fourth grade, and junior high school. And Rob and company are very religious. And surprisingly, they were Baptists, and it sort of surprised me because it wasn't the Netherlands' church that we all hear about. And I went to two church groups along with the kids. Every single person wanted to know, did I have a gun? Did I ever have cowboy hat? And did I wear cowboy boots? [*JR laughs*] And it's a stereotype of America. And I said to Rob, When I come back next time, we'll stop at Toys R Us, I'll buy a toy gun, I'll bring boots, I'll bring a cowboy hat. It was just—it was unbelievably wonderful. Just I mean it's a great—and I encourage everybody to go.

RUDOLPH: How many from Massasoit have taken that opportunity, do you know?

KEATING: [*sighing*] Oh, four or five maybe? I mean it's just—

RUDOLPH: And you were there for a semester?

KEATING: I was, no, only for two weeks.

RUDOLPH: Only for two weeks.

[1:12:37]

KEATING: And you know, Juanita was running it, and Juanita calls me up, and goes, “You’re crazy, go.” I said, “Okay, fine.” And I went to a meeting in Bunker Hill, and I find out I’ve already bought my ticket—was \$1400 because it was the crazy season going to Europe. And I find that every other person’ paid for it. So I come back, I go over to see Charlie. He says, “Of course I’ll pay for it.” which was wonderful. And being a spoiled child, I called up Northwest, and I said to them, “I’m not sitting in the back of the airplane.” And the woman goes, “I know your track record.” I said, “Shut up. How much?” She goes, “Hundred fifty dollars more and 50,000 miles.” So went back in business class, and it was really wonderful. And I said to Charlie, “Oh no no. You only pay the cheaper fare. This is what the economy is. I’m paying the difference.” It was just—Rob was there when I got off the plane; I got introduced. I actually went to church when I got there because the kids were in church school and all of that stuff. It was just—Oh, Here’s the American!—I think we were there four hours when I first arrived, I mean I want to go to sleep, but that’s alright. It was just—I think everybody should go.

RUDOLPH: Now, you were teaching. Was there a language barrier?

KEATING: No. Because English is their basic second language. Uh, and they had these lovely young girls who went out at lunchtime and bought me Dutch cookies and treats. I mean just adorable kids. They were in the cosmetology part. They had everything in the school. And they channel them as to the different areas they want to go into. The university kids were in a different type of school. And went sightseeing on the weekends. I met Rob’s parents, and Rob said to me, “My parents don’t have a clue of what a grandfather’s like. Can you show them?” I said, “Sure.” So the little Kindergarten boy and I, we went to Kinderkijk, I think it is, it’s one of these windmills; it’s a beautiful area

in Rotterdam. Well, little Avery[phonetic] and I are swinging our hands, and he's hugging me, and I'm hugging him, and the grandparents are looking at me. Okay, so we had lunch, and they go, "Grandparents act like that in United States?"

"Oh, yeah!" Well, next weekend we go to visit her mother.

"Do the same thing!"

"Okay, fine." I get back, and I sent the emails and I said, "Thank you, thank you, thank you." __ (??) They're just very formal and now they realize, hey, American grandparents are this crazy with their grandkids.

RUDOLPH: So it was okay for them to be that crazy.

KEATING: Oh yeah. It was just. It's like an ambassador, but you're not really an ambassador. And then to go into the schools, and kids are the same. They're nice kids—

RUDOLPH: Some that aren't so nice? [*laughs*]

KEATING: Yeah. yeah.

RUDOLPH: All the same everywhere.

KEATING: They are; it's true.

RUDOLPH: Yeah. Well those are the questions that I had to ask you. I wondered if you had any other things you wanted to tell us about your time here at Massasoit so far?

KEATING: I think I've been very blessed to have a job here for forty—I start my forty-seventh year in July next month.

RUDOLPH: Congratulations.

KEATING: And I absolutely love working here. Someone we all know and love dearly has been offering me a job since March, and I'm not going. But I will be up there and I will certainly help Barbara whenever I have time to go up there. And the ultimate recently, was, well, You can teach part time and you can be the liaison for the funeral program. [*JR laughs*] And I have six grandkids and everyone is around here, and it's really nice. And you know, a prime example of Middleborough is I drag my grandchildren to see the paramedics we __ (??) [*JR gasps*] Scotty couldn't have been

nicer to these kids. We have open houses all the time. You want to bring [your child in?]? Bring your kids in. you want to come in yourself? Go downstairs.

RUDOLPH: Oh, I'd love to see it.

KEATING: Oh, come on down.

RUDOLPH: I'll bring my grandchildren.

KEATING: Yes! You know there's the ambulance. They've got the dummies that go up and down. I mean and the kids could talk into it, I'm sick; my foot is—bring them down, they'll love it. Just call Scott. He loves children, and we've got a gem with him, so.

RUDOLPH: Good, he is a very nice man.

KEATING: Very nice.

RUDOLPH: Well, Jack, thank you for allowing me to record your history at Massasoit Community College. Future researchers and others interested in our college will certainly enjoy these recollections.

KEATING : Thank you, Jennifer. I appreciate it.

[end of recording]