

Jeanette Banker 0:00

More recently with

Bruce Leslie 0:02

try a little bit more into this talk. It's April 16 1999, and I'm in the alumni house with Professor Jeanette D'Agostino, member banker. I knew you first as D'Agostino, and a member of the class of 1959 and then later member of the faculty and the administration. Jeanette,

could you tell me a little bit about where you grew up and what brought you to Brockport?

Jeanette Banker 0:31

Yes. First, I thank you for saying class of 59 but was 53.

I'll take the extra benefit of years.

I was born in East Rochester, New York, just down the pike and one of four children. My parents were both immigrants. My dad came over from Italy when he was about 21. And my mother came with her family to Canada. And so she was raised in Canada. She must of been maybe about eight years old. And then they met. I'm sure that there Well, there are loads of stories, but the way the things were done in those days, people who knew people in such and when she married my father, she moved to Rochester. And my father had a grocery store. And I was one of four the second daughter. And then I have two younger brothers. They're just two of us living now, and had a wonderful childhood went to East Rochester public schools from kindergarten through high school, graduated in 1949.

Bruce Leslie 1:31

From East Rochester

Jeanette Banker 1:32

From East Rochester high school, and then came to Brockport. Because I knew from early years that I wanted to be a teacher.

Bruce Leslie 1:40

What inspired you to be a teacher?

Jeanette Banker 1:42

Well, I don't know what inspired me except it was something that was an early interest, maybe I'm sure it must have been my teachers at that time. And it sounded like something that I might like to do interest in people and so on. And then of course, remember back in the dark ages, there weren't many options for women. And if you didn't want to be a nurse, or a secretary, you were a teacher but I never thought about the other options. That was mainly my first choice and it just stayed with me. Number of my friends were also interested in going on to college and being teachers and I can remember we were talking about going wherever we were going to go. The discussion was, well, I'm going to Geneseo. You should come to Geneseo. It's better I said well, I'm thinking of Brockport. And, of course, the thoughts I had that point. Many of my friends either went to Geneseo Nazareth college, U of R or Brockport. And at that point, the options were all available to me. And it's interesting the way sometimes decisions are made. Raye Conrad Dr. Raye Conrad at that point was doing admissions had come to the high school and talked to us as did many other directors of admissions or whatever the title is then. And he was of course, positively charming golden tongue and all the rest of it. And so it was a very good impression that I had had there And then some of the faculty members when they heard that I was going to be a teacher number one, and then that I had gone to hear Ray. They invited me to ride out with him. When I was a senior in high school, on a Saturday morning, they were attending a statistics class, taught by Dr. George Anselm. And there were three of the men who were teachers in East Rochester and I came up with them on a Saturday morning. And when they went to class, I went for an interview and walked around town, and it seemed very intre I was very interested. Now the other part of that was that we had student teachers from Brockport at that time in physical education in high school. And so naturally, the idea was what you'll want to come to Brockport. And in fact, it ended up that when I decided to come to Brockport, one of the girls who was a student teacher was finishing her junior year would have been a senior when I would be starting as a freshman and in those days, they did have A brand new dormitory second year, which was a barracks where there were eight girls to a room. And I wasn't aware of it. But Helen Hempstead who was our student teacher, she said, if you want come to Brockport, and we live on Centennial Avenue, 28 Centennial Avenue, and we basket board and we would love to have you join us.

Bruce Leslie 4:20

Could you explain basket boarding?

Jeanette Banker 4:22

That's a very interesting thing. In fact, this ties in with one of my interests, I think that we're talking about the history, I think that the history of the college could very nicely be developed a history by talking about housing arrangements. And I'd like to see that done sometime. And in fact, some of these things recorded for posterity. Our basket boarding was that we were living there we were six girls living in approved housing and very definitely approved their rules, regulations, in fact, a very short list of things that you can bring to live in someone's house. The house parents were closely supervised and carefully selected by Miss Sarah T. Jackson, the Dean of women, or whatever the title was, she was in charge and she was very powerful. So she carefully selected houses. And the rooms that were provided with the students had to meet certain requirements. And then of course, those of us who live there had very, very specific rules. We I shared a room as a freshman with a senior, which was an interesting thing for me coming from East Rochester affectionally being brought up under a bushel, loving everybody and everything. And this girl was charming, but she had been a senior and she'd been around and she was wonderful. But in our house,

Bruce Leslie 5:34

who was that?

Jeanette Banker 5:36

Katie Warsh, and we had the six girls, there were three seniors. One Junior, where am I? Fourth and myself as the only freshman in the house, maybe there were two juniors that was it. And so it was very interesting. We got along very well and they were so nice, but we did have to be in it to 1030 etc. But the basket boarding part of it was that we had all the responsibilities for planning meals, preparing meals, very specific rules in the kitchen. Which side of the refrigerator was ours? Our house parents were Mr. and Mrs. George Steele, not related to our Dr. Steel here. But George had been the post master in town and his wife, they were both retired, a lovely elderly couple had been a nurse. And they had they followed the rules and we followed all the rules in terms of the space we used and how we cleaned up etc. But we did plan our meals, divided the bill took the responsibility for cooking and cleaning, etc. I imagine the term basket boarding essentially started with back in the old days where instead of having the privileges that we had of doing the shopping and sharing expenses, I would imagine that the people that the students who were basket borders, actually did go home and they came back with baskets of food. And it's always very interesting to me and to see how it's it was different in different places, but it worked out wonderfully well. And it was a very good housing situation for me. Yes, we did have very specific rules. The probably one of the other girls and myself, were gone many weekends. The other girls were from the New York area, most of them. And so it was a very wonderful learning experience and a wonderful sharing experience, and a very good situation for me.

Bruce Leslie 7:35

Did you find the downstate students to be different? In some sense, or fine.

Unknown Speaker 7:39

Well, in those days, we were very aware of the accent. And when we point out the Long Island accent to them, they said, Well, it's interesting because you speak such with such and such an accent to it, of course, who would ever think of that? But it was wonderful. No, my friends were really spread throughout the state and And it was a wonderful experience of wonderful setting for social and a very definitely for learning and a very supportive situation.

Bruce Leslie 8:11

So basket boarding is a term whose origins have disappeared by the time you're using it.

Jeanette Banker 8:17

From the standpoint of basket but the original That's right, but then ours was imagined if you want to call it keep the basket. It was from the grocery store here. We did not have Wegmans but we managed to very simply and being very concerned about budgets, but it was a very nice housing situation. While I was on 28 Centennial living in kind of the life of luxury. This many of the freshmen most of them, most of the freshmen that year 1949 lived in the dormitories, and I think that might have been the second year that the dorms were here.

Bruce Leslie 8:51

These are what are now Morgan

Jeanette Banker 8:52

No they're long gone. It was a temporary building and very small and talk about close intimate living. I was in the life of luxury, except that the students, the freshmen who live there loved it. It was different, but

Bruce Leslie 9:07

Was that the dreaded West Hall

Jeanette Banker 9:08

West Hall Yes, yes, exactly. You'll have to talk to some of the girls who lived there because it was very interesting for them. Of course, in a situation like that they get to know a lot of people. And of course, most often, not all of them. I was going to say that most of the people lived in New York, but it's not true because a few of us lived with the upperclassmen off campus.

Bruce Leslie 9:31

Could I take you back for a second. And just ask you about your parent's education and their feelings about you going into higher education.

Jeanette Banker 9:37

Well, it was a very positive thing for me. Both parents didn't go past Elementary. My mother was, as I said, raised in Canada, and did probably have more formal education than my father. But at that point, it was also a matter that with the girls I didn't want them to go on too far. I suspect that might have been it. And I suspect that my mother would have been an excellent student. And she also had all of the skills that they said that the young ladies should have had at those days. But one advantage we had and I knew this, even as I saw other close friends and their parents, my parents were always very supportive of school, and very encouraging. And with my father who had business who was had a business, we were surrounded by books, and he himself would go to night school. And so it was a very positive thing. The four of us. My sister Grace was 15 months older than I, and she chose not to go on to college, but had a very good job at the bank. But my brother Frank, has a Bachelor's from RIT. And my brother Tony, who died last year had a PhD out of University of Buffalo, and was a professor at St. JOHN Fisher College in anthropology.

Bruce Leslie 10:55

So do you think your parents attitude made a major difference compared with that of some friends?

Jeanette Banker 10:59

I think so. And now as I'm old, I think about it as I still have my friends in East Rochester, knowing that so many of them were successful in high school as I was, but probably did not have that encouragement to go on and do other things. So it wasn't a matter of not having the ability, but it wasn't built into some of the expectations. But a number of my friends did go on to schools, and were very successful in life.

Bruce Leslie 11:31

So you came to Brockport in 1949. And you enter the elementary education curriculum.

Jeanette Banker 11:37

Exactly. Yes. And it was just exactly right. I was lucky. I started early with my interest in teaching and I found something which I love to do. And the wonderful thing about Brockport in those days and of course, you remember that, I came back as faculty member in 1958 and spent more than 30 years here which which have been wonderful. I have a another opportunity to reflect and the education I got there even as I would be coming here as faculty member to see what background I had and how it prepared me, but also, as I said on many, many committees and faculty senate, etc, and talked about curriculum and curriculum development and working with committees and the college at large. We were very fortunate in those days when you talk about teachers colleges, I imagine that we weren't alone. But Brockport I would say that probably thinking even of friends of mine who went to the U of R at the time thinking other than say Geneseo. We had a wonderful liberal arts background. And of course, the emphasis was the preparation for teaching. Now many of our professors were teaching at the University of Rochester, and we had them here. We talked about the Jack Crandalls, the Harold Rakovs. Dr. Steele, I could go on with the whole lineup of people who have been so outstanding. So we had the best of all worlds. You know, Armand Burke was here was I could go on with all of them. And we had the privilege of having this quality professor in the classroom and then also an excellent teacher preparation program. So probably the best of all worlds.

Bruce Leslie 13:29

Can you tell me a little bit about the elementary teacher preparation program, you went through the whole curriculum?

Jeanette Banker 13:37

Ethel Grinch Thelma Brown, I can go through the whole list of names and a wonderful Department of Education. And then at that time an outstanding campus School and top notch teachers so that when we started as freshmen we observed in the classroom with children, sophomores, essentially you were involved in participation and then Your junior year you did your student teaching and that was for a full semester. And usually what they did was if they could put you on campus with a supervising teacher in the campus school for one quarter and then one quarter in a public school, actually perhaps throughout the state, mainly centered in this area, because most of us were were here, but there were some exceptions but mainly in in this area. I was very fortunate and working with outstanding people. As I said, they were real top notches in the campus school then. And then I did one assignment in the campus school and then one assignment in the city school in Rochester, where was this was at number 35 school. And you got to remember the era and it was marvelous. I worked with a wonderful teacher in first

grade and wonderful City School District and of course the city Rochester City School District in the old days, has a good reputation now but in the old days It was a model school. And when you've taught in Rochester, you were very proud of that. And also some of the leadership most of the leadership was outstanding. They were doing things that were recognized nationwide. I had the good fortune of working with Marilyn Wagner in first grade, and this was September so I started the year with her in first grade. And then I came back on campus for the second semester this the spring semester. And then I would have had my senior year then to complete Well, for whatever reasons I had chosen to come to summer schools and take courses not necessarily with the intention of finishing early but just out of interest or some course that I wanted to take and was able to do that. And the school in which I student taught had an opening in first grade the following year. And I was very fortunate to have the principal call me and say we have an opening in first grade and you would be teaching next to Marilyn Wagner. And will you come out and teach for us, well, I had to make a decision do I finish my do I do my senior year or do I take the job. And at that point, I had eight credits and liberal arts to take. And so she was interested in having me so she went through and figured it out. And they got all the state rules and such. And since I had completed the programs for licensure, and since I had the eight credit hours and the liberal arts, I could apply for they could apply for me for a temporary certificate, I guess it was called that something like this. Anyway, it was a matter of getting around however it was. And so I gave great thought to that because I was very interested in my undergraduate program, but it was too tempting. And so what I did was after my junior year, I finished that year, took some courses during the summer. And then in September 1952, I started teaching, and it was very interesting. I was 20 years old and I loved it. It was great because you had people you could go to for help and very, very helpful and supportive. And I think I was 21 when I had my first student teacher, and Mrs. Boss at that time when the principal said something, and the answer was yes, Mrs. Boss. And I can still see the notes she'd leave and she might say, See me dv, and you'd just freeze. And she may when you went in she might Just have said, I want you know that Mrs. Sonsill called and she's very pleased with what you're doing, but you still would still freeze your blood. But I had, I did start early in at age 21. She said, Would you like a student teacher? I have a student coming from the University of Rochester. And I think she would be she would get a good experience in your grade. Of course, you didn't have a chance to say anything. Yes, Mrs. Boss. Well, the student arrived and she was marvelous. She was a woman. I told her I was 21. She was a woman who had seven children. Imagine what I taught her about child development, especially was wonderful. So I taught in Rochester for six years, and I had student teachers of my own. And Marjorie Cross, who was one of the supervising teachers in the campus school I work with said to me, we have an opening in the first grade in the campus school at Brockport. And you ought to think seriously about it. And of course, I was very happy where I was and I loved the children. I loved the neighborhood. I was involved with PTA and so many other things. And she said, Well, let's have lunch. And of course, what she said was essentially, that's when you should change jobs when you're happy.

When was this?

Jeanette Banker 18:34

This was in 19. Well, this is spring of 1958. And I had no intentions of leaving. And I was very fortunate to have a wonderful mentor, Miss Mary Dolan, who was a music teacher. She had also been my music teacher in high school, one year as my senior year. And she was a wonderful mentor. And we talked about it at length, you know, and she said, I think you should do it. And of course, I had all of the doubts that might accompany something so new and so fresh. So what we decided was that I would apply for a year's leave of absence, see if I liked it, and then we'd go from there. So that's what I did. I came to Brockport in September 1958, with a one year absence from the City School District, and stayed and retired in 1989. So I was very lucky. I came and I was very lucky. I taught in the campus school, and I loved it. It was a wonderful experience working with wonderful children and wonderful parents and teachers, and many opportunities. And of course, what it did at that point is we were closely involved with the teacher education program, working with the education department, and of course we I wasn't assistant Professor of education was nice my status at that point, and having an opportunity to do so many things, especially being a small college, not only in my field, and But also, in Student Services, many things that were related there

Bruce Leslie 20:06

may may take you back a little bit to the curriculum we went through in the elementary program about the education courses, the other course wonder if you could describe that a bit

Jeanette Banker 20:18

well The there we didn't have, we didn't make many mistakes because we didn't have many choices. And I recall our first day as freshmen coming in, and sitting in the auditorium in old Hartwell Hall, I remember vividly That's right. And I'm delighted that it's been brought back to life. And at that point, someone distributed after a nice welcome greeting and such I'm sure Dr. tower was part of the welcoming committee as we sat through that first morning, and then they distributed sheets of paper and on the paper was your schedule. And there were Saturday morning classes and you looked at it and I could see us doing this today. Oh, all right. I've got three, eight o'clocks. Alright, that's fine. Or an eight o'clock and four o'clock. Well, that's all right. You would never question it. But everything was there. And so you went by your schedule. And it was, it worked out very well, maybe because we didn't know any better. But it was a very satisfying experience. And I can't recall the number of credit hours that were there. But as I said, the we had a program which gave us not opportunities only but requirements in science, math, the arts, wonderful programs and in the arts, as well as all of the others. So it was a rich program and based on my circumstances at that point, it was very exciting.



Bruce Leslie 21:55

Are there any particular courses or professors you particularly remember or

Jeanette Banker 21:59

well Probably Doctor Rakov Harold Rakov and Jake Crandall I mean you know quality people you know them yourself. So when I mentioned that that's just been consistent. I mentioned Dr. Steele John McNaughton, who taught civil war and was so outstanding, of course, Pauline Haynes and music and just a wonderful array of people who were just terrific. I had Russ Wallen, and Ed Stephanie, math And the wonderful thing then is not only did you have people who are very well prepared in their fields, but also were teachers, real teachers. So that was a benefit, certainly and available at all times. And then these were the same people who would be involved in the various clubs and extracurricular activities I can remember campus round table, for instance, with Crandall and I should of looked at the pictures I'd be remembering. Probably more of them. I was interested in campus roundtable then I was in the chorus. And the Glee Club, which I enjoyed and all the programs that went along with that. And I started early writing for the newspaper. And I think that probably, I was, in my three years I was the news editor for the Stylus, Stylus then, and all the interesting things that you not only experienced and learn, but the fun that goes along with those things and deadlines too. So it's fun.

Bruce Leslie 23:36

Did you have much contact with faculty outside class it sounds like you did

Jeanette Banker 23:40

through the clubs. Yes. And back in those days, probably. I was always interested in learning and such. And probably I was, I don't know that I was shy but I probably was not terribly aggressive, but people were available so it was comfortable.

Bruce Leslie 23:58

Were you ever in faculty homes was that common.

Jeanette Banker 24:02

Let's see. Probably not. But part of that might have been Well, I I don't remember. I don't remember that I remember warm relationships, but I don't remember that part of it. I know many

of my friends who might have been in faculty homes maybe were there because they were babysitters, too. I did have a job. I did go in, took the bus, of course, coming to Brockport back and forth. The Greyhound bus was my friend too. And very often I would go home for the weekends. And on Thursdays, I think it was my third year. My schedule was such maybe second year. It couldn't have been the third year because I did student teaching but afterwards it would have been I did work in at Edwards department store in Rochester. So I would go from with Greyhound bus from Brockport to Rochester work for the day and come back and continue on

Bruce Leslie 24:56

in your first two years. How many hours a week would you have classes do you have any idea

Jeanette Banker 25:02

I don't remember. But I it seems to me we probably took five courses, it would seem to me

Bruce Leslie 25:10

so fairly similar today.

Jeanette Banker 25:11

Yes. Right. Yes.

Bruce Leslie 25:14

Certainly, it sounds like the role of faculty in student organization seems, seems dramatically different than today.

Jeanette Banker 25:21

Yes, of course, what happened also with the identity as an undergraduate student, and then coming back as a young faculty member, probably my role involved many I was invited to a number of groups in my as a young teacher, as an old teacher also, and was involved in many ways. And of course, back then also, as a young faculty member, if it was a matter of the band going off to competition someplace that they needed someone to go along as a chaperone, you would be part of it, or my interest in the newspaper continued and I often would be there with the kids who were doing the newspaper and in fact, my first year teaching, one of the things that they asked is if I would live in a well, it's now is it lather Paul, where the college union was. And so

they gave me the title as assistant director of activities. And I was in the building in the evening. So I worked with a lot of the groups then and was available. So as young faculty members, you know, Rosie Lathertrich and so on, we were involved in many, many things and participated in a special way. Activities.

Bruce Leslie 26:36

Where did That work fit in I guess what they call a reward structure today. I mean

Jeanette Banker 26:42

It Didn't you just had the joy of doing it and then of course, in those days, it was wonderful. It was part of everything that we did, and you these students that you had in class very often you would be involved with them in some of their activities. For instance, I was class advisor to the class of 1963 64. Excuse me, they would shoot me if they heard me say that class of 1964. And when they started as freshman Dr. George Queen was a wonderful man, one of my teachers, he and I were both asked by the president, if we would serve as class advisors, which we did. And I'll always remember a Dr. queen who was marvelous. He never shirked his duties, older than I of course. And I can remember the days of class activities, building floats, and doing all those things that we had to do. He was right there, and he would be on the ladders with everybody else. And he did that for one year. He was a real trooper, but he was concerned that his hearing wasn't as good and such. So he served a year and then he asked to be replaced. And then the second year, Don Luffler and I started shepherding the class, right on to the to graduation in 1964. And have some wonderful friends, even today who we worked so closely with

Bruce Leslie 28:04

Presumably you see them at reunions

Jeanette Banker 28:06

Oh always, always, in fact, even for lunch during the year.

Bruce Leslie 28:10

To what extent were such duties required or, or was it more optional for, in terms of faculty?

Jeanette Banker 28:16

Well, probably optional, but it gave new meaning to the word optional. I think very often it's like I mentioned back at number 35 schools, Mrs. Boss. Would you like to take a student teacher? Of course I would. I imagine if we weren't interested because of course, everybody didn't do all of these things. They would have listened to that no one would have forced you. But it was something that was interesting. And I think that was something that we enjoyed also, but it was it was total immersion into the college community.

Bruce Leslie 28:50

And that was expected of most faculty

Jeanette Banker 28:52

yes, yes, and it was there were many rewards also, but not financial rewards you don't talk in terms of contract or the way things are, are today, and certainly not in the public schools and, and here was just part of the job and the opportunity to to get a broader experience within the college itself and making you a more valuable person in the classroom.

Bruce Leslie 29:17

I suppose that I was meaning to ask what you imagine president tower's view of an ideal faculty member was or

Jeanette Banker 29:26

Well, he was a wonderful man. And now I speak as a person who had met him as an undergraduate student and also as a faculty member. In fact, right now we're sitting in the home he lived in and mentioning Dr. tower, I say Dr. and Mrs. tower because she was Helen tower was a wonderful, sweet presence. The two of them were so pleasant to everyone. I'm speaking as a student and as a faculty member as a student I can recall, people who come back and they remember back to their college days, seeing Mrs. tower or Dr. tower always so gracious to them. And in fact, I can remember one of the men and later he was talking about coming up the street and chatting with her as she was walking along. And something came up that her husband was at the college and not knowing that she was the president's wife, and so gracious. And when we were starting as new faculty, they invited us here for a reception. And I'm sure that everyone wasn't terribly happy to come, they might have thought it was an assignment. And of course it was you said yes, and you were here, but it was very pleasant during those days, and so he was good. I had the sense of his being a very good educational leader for those times. very personable. As I came back as a faculty member, what I understand also is that a he was a very great storyteller and if you have occasion To talk to belva Brown, who was one of the secretaries here. Wonderful, Gail, you might even have known her because she was she retired a secretary,

in the English department. I understand it was quite a network of storytelling that went through and doctor tower could tell them with the best of them. Yes.

Bruce Leslie 31:19

Maybe to take you back to your undergraduate days for a little bit. Did you have much contact with the Health and Physical Education people?

Jeanette Banker 31:29

Well, I did because the probably there were four of the girls. I lived with my freshman year who were PE majors. And so I had a good opportunity to kind of get a feel for what they were doing. And their program was different, of course, but excellent and very rigorous.

Bruce Leslie 31:53

Did you take your classes largely separately?

Jeanette Banker 31:56

Oh definitely separate. Yes, yes. In fact, I was interested in sports in high school, and had relatively successful experiences, but it didn't take me more than week on campus to realize that I was not going to compete with the gals who were coming to be phys ed teachers, I knew my place saved my life.

Bruce Leslie 32:18

Can you tell me a bit about the social life activities, the interaction among students.

Jeanette Banker 32:25

The I can speak from my own Of course, as I said, and I remember this pleasant having an opportunity in the coffee shop to meet with faculty and students and having a nice encounter. From the standpoint of being involved in a lot of this structure that the kids have today on campus, probably that wasn't there. Maybe because of my interest in the seriousness of the studies and maybe the selected things as I mentioned of the stylus, and the courses and the campus roundtable and the Newman club back in those days, that probably was the major part and then social life within my, my off campus housing.

Bruce Leslie 33:16

I take it that there were a lot of new sports teams take it that Student Life is changing a bit.

Jeanette Banker 33:24

Yes. It was probably a little before we were getting ready to make those kinds of changes. There were wonderful programs in the arts on campus. And back in the old days, there were a number of people who were brought to campus and I'm trying to remember who was as an undergraduate or my early days as a faculty I think was undergraduate, Van Clibourn, for instance. And they're really Jose Lamon, and such. There really should I hope the archives are rich with those records because we did have the good fortune of having wonderful leaders who brought marvelous activities to the campus. We forgot those days.

Bruce Leslie 34:07

Were there any big events that students look forward to, or traditions you remember?

Jeanette Banker 34:13

Well, when I was an undergraduate, it was more the Christmas Vespers, the various teas that were held the concerts. There were dances also. And a lot, a lot of very good activities on campus. Now, the other part of it is, and I hadn't had mentioned too much about this. There was very good social life in the village. If you could get that it's the girls could get back home by 1030 then everything would be quiet downtown. But if it was then or today, people were very clever and knowing how to get around deadlines. So back in those days, the landmark was one of the popular spots down by the canal and of course, after I graduated Unfortunately, it burned and there were very many tears shed throughout the state and beyond.

Bruce Leslie 35:10

Could you tell me a bit more about the Newman center?

Jeanette Banker 35:13

Well, at that point, the Newman center as such did not exist. And Father John Hedges was an assistant pastor at the Church of the Nativity. And one of his assignments was to work with the college students. And he was wonderful, so bright and so good and very comfortable leader for for students, and at that point, those people were here on weekends would attend Nativity. It wasn't until much later that the Newman that the campus ministry movement that made it a little

separate from the village past parish started and in fact for a number of years, I was the an advisor to that group too so

Bruce Leslie 35:58

can you talk a little about was it campus forum you said you

Jeanette Banker 36:00

Campus roundtable right we would meet as a club and discuss topics, and all of us would have an opportunity to participate in one way or the other. As a speaker, or as part of a panel. We would also invite people to come to campus and speak and select topics and work very closely with I say, Dr. Crandall, he was the kind of a moving force and I'm sure there were a lot of other there were probably a couple of other people who worked with him also

Bruce Leslie 36:31

These are sort of classic years of McCarthyism. Was there. much pressure on who you could invite or you remember any kind of controversy?

Jeanette Banker 36:38

I don't remember that. I don't I think that in those days, I can't remember anything that was controversial or certainly in that case, the quality of the leadership would direct you to someone who would be interesting and give you a good opportunity expand your mind and put you into a little bit of research that would be appropriate. But I can't remember anything that was riotous.

Bruce Leslie 37:04

Can you tell me a little bit about the nature of the stylus, your memories of working there?

Jeanette Banker 37:09

Those were very good experiences. And we've Of course at that point would have a cross section of people working because you'd have freshmen and seniors. And the it was always an interesting thing. And of course, what happens is you have a number of people who have their names on a list of things to do. There were usually a few people who were the people who took the responsibilities. And it was a very interesting opportunity. And of course, what it was was you could think and plan and discuss what was going to be in paper, take your assignments and

branch you'd branch off into the community, as they do today, probably I'm sure in there many of the copies that are still available. very much a matter of recording what was happening in the community rather than having anyone who would have too many fiery editorials or things that would be terrible complaints. I'm sure that there were the regular number of apathy articles written that that has been forever apathetic or not that's always required.

Bruce Leslie 38:12

Who was the advisor?

Jeanette Banker 38:14

Well, I remember Manny Moganans and I'm trying to remember if it was he Dr. Miles Morgan, that's another outstanding teacher we had probably a lot of the people in the English department would have their fingers and things. And I don't remember specifically, the one person who might have had that responsibility as I looked through the Think of the number of years I was involved with that.

Bruce Leslie 38:44

How free were you to write as you wish or Were there any constraints on

Jeanette Banker 38:49

never felt any problems whatsoever. Probably we were so cooperative at that point. We would never think of doing something to agitate or irritate. It would not be part of our nature. I think that's true then.

Bruce Leslie 39:05

Could I take you to ask you a little bit about about Brockport students of the time you can characterize where they came from, perhaps what their backgrounds were and so on?

Jeanette Banker 39:20

Well, I don't I there were a lot of us who were very much alike interested in teaching. And then you have some who, who might have come because this was the opportunity for them to go to college otherwise he couldn't have gone somewhere else not because of grades but because of finances, etc. Many of the students were within the area, there were a number of commuters.



Kids who didn't have the opportunity to move away from home and some of them of course, who chose to live at home but the Greyhound bus was an important part of of the college experience. Probably we all reflected a similar kind of educational background, the courses that were that gave us our background and some of the school experiences. Probably those of us who wanted to be teachers would have a little more in common also based on our own interests, and maybe some of the things that we had done with children, or the various experiences in the community that would have led us to that.

Bruce Leslie 40:27

Did you have much sense of what the religious balance was amongst students?

Jeanette Banker 40:35

Well, the student Christian Fellowship, the protestant group was very active, there may have been an Episcopalian group too I think of Lee Derby. And I can't remember the name of the Canterbury club. Right, right. And there was Hillel, and Newman. Essentially, those were the groups which takes care of just about everybody. And They seem to have very good all groups seem to have very good membership and a very my recollection of course the very comfortable feeling and the separations in spite of the some of the differences that may be defined in some places. It was a very comfortable place. Now, of course, what I'm doing is giving you my feeling of being happy and comfortable here and now maybe someone else would, if it's religion or something else, they would go on and have a whole different story

Bruce Leslie 41:30

was there any problem if one dated across Protestant Catholic Jewish law

Jeanette Banker 41:34

Nope not to my knowledge, No, in fact, I don't think that ever entered into it at all. It was just a matter of friends of an agent. Yes, my friends crossed many lines. I think that is the same in high school too, so

Bruce Leslie 41:51

Did you have a sense of what percentage of the students might have been Catholic

Jeanette Banker 41:56

No, if I had to guess Probably the largest part of them might have been Protestant, and a good representation of Catholics and, and Jewish students also. And because of our size and our orientation, I think that there was a very, it would never have been something that would divide in any way.

Bruce Leslie 42:22

Did you have a feeling that as to whether the men, the women came from quite similar backgrounds, or did you feel any difference?

Jeanette Banker 42:31

I would see similarities. We probably had the range, you know, I'm sure, in every respect, and of course, when you're in a classroom, you know, with kids who are very, very, very bright, or those who might have a little difficulties, you do that in first, second, fifth grade, whatever you're involved with. And I'm sure that probably here we had representations from various social classes. But probably the one thing was that we were together for the common cause not only preparing for teaching, and I would suspect that probably when you think back on it that maybe some some of the students whose well, that that's an interesting question. I really don't know too much about the educational background of many of the people except that a number of my close friends had teachers as parents, and so they would have not been first generation college students and

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