

Interview of Brother Edward Sheehy, F.S.C
By Lauren De Angelis
La Salle University
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De Angelis: Today is March 15, Thursday. And I'm interviewing Brother Edward Sheehy for the third time and it is 2:13 p.m. and we are currently in his office in Olney Hall. Brother Ed, may I interview you today?

Sheehy: Yes.

De Angelis: Okay. The last time we left off with you just ending your novitiate.

Sheehy: Novitiate.

De Angelis: Novitiate. And you're just starting out at La Salle College. What year was that?

Sheehy: September 1964.

De Angelis: And do you remember what your first semester was like at all?

Sheehy: Yes. We came up in early September and, you know, we had our classes pretty much assigned and it was your basic five classes, sixteen credits because you have an extra credit for Biology, all right, for Biology Lab. And you know it went very well actually. I did pretty well in my first semester. Most freshmen have a problem one semester or the other. Mine was more the second semester because we didn't have pluses and minuses. So the first semester I got the benefit of the doubt. The second semester, I didn't quite get the benefit of the doubt. Then it all evened out.

De Angelis: And was—were you living on campus?

Sheehy: No, I was living in Elkins Park. There were two houses on this large property. Freshmen and sophomores lived in one. Juniors and seniors lived in the other. And that's gonna change a little bit later but that was it when I came in as a freshman.

De Angelis: And this is an all male school at that time correct?

Sheehy: Yes, it was.

De Angelis: And—

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Sheehy: There had been nuns here during the summer. But it was basically an all male school until '70 or '71.

De Angelis: And did La Salle have female teachers or professors?

Sheehy: They did not have one until I was a senior and she was in the History Department actually.¹

De Angelis: Oh Wow.

Sheehy: Yes.

De Angelis: And when you were just starting out—

Sheehy: Well, I don't think so. Go ahead.

De Angelis: I'm sorry, what did you want to say?

Sheehy: No, I just said I don't think there were any female—I don't ever remember having a female teacher here. So, there may have been, but I don't think so. I think the first full-time one was in sixty-eight ('68).

De Angelis: And as a freshman, did you start any extracurricular activities?

Sheehy: No, we were not—Brothers—I wouldn't say we weren't allowed to do it but no Brothers had done it. I mean there were some that were interested in dramatics. But with a hundred student Brothers, we were able to have our own dramatic presentations. We had our own intramural league. So we have a lot of things going on back at the house. And something—I think I mentioned last time we were the first class, because we were small, to come to La Salle all four years. The other classes had their first year over at the Scholasticate. So it was—for my freshman year, nobody got involved, nobody really got involved in anything.

De Angelis: So, basically it sounds like you were separate from the student population?

Sheehy: Yes, yes. Yes and no. I mean we were separate but we were not all—except for Theology—we weren't in the same classes and we wore the robe and—I mean I had friends on campus, but by large, we came to school in the little vans and then we went back to get home in the little vans.

¹ According to archivist, Brother Joe Grabenstein, the first, fulltime female teacher was Minna Weinstein in the history department.

De Angelis: And what would your lay peers call you?

Sheehy: Brother, you know, and at that time would be Brother James because that's what I was until, until sixty-six ('66.)

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De Angelis: And did you feel like you were ever missing out on the normal college experience at all?

Sheehy: Not really because again, it was an all male school. So I had had very little interaction with women and it was—I didn't feel I missed out in terms of extracurriculars because even though I was very involved in high school, again, the sports there, the dramatics there, and just our usual prayer and work and studies kept me busy.

De Angelis: And as you were beginning your education, did you have to take any classes that were different than the general population?

Sheehy: As I said our Theology class was different, but other than that, even though I was a History major, I didn't take History until the first summer because we had to take a core curriculum but it was basic—was English, Lang—German, Theology. I might have had Philosophy and then—no, I had Biology and then Economics. That was my first semester.

De Angelis: And do you remember how you did?

Sheehy: I did well. I think the first semester I got a 3.4.

De Angelis: Okay.

Sheehy: Which I thought was pretty good under the circumstances since I wasn't in my major yet.

De Angelis: And Spring semester you said you did only—

Sheehy: I did—Spring semester in four of the five courses, it went the other way. So, and I actually of my three C's in college, two of them were in the Spring semester of my freshman year. I had that 2.6, so I ended up with an average of three at the end of my freshman year. I basically decided that wasn't never going to happen again.

De Angelis: And what did your parent say? Did you tell them?

Sheehy: I told them but I really didn't have to because the grades came to me at the Brother's House. The grades came directly—But I told them. There is no reason not to—at that point, they weren't going to stop paying tuition

because they weren't paying tuition. They weren't going to drag me home. But it encouraged me to kick in.

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De Angelis: And as time progressed at La Salle were you ever involved in any clubs or sports?

Sheehy: Yes. My sophomore year, I was one of the first Brothers to be involved in the Debate Society, the Debating Team. I was in Forensics in high school and Speech in high school. We didn't have enough students to be a debate team. But here we had debate. So I was involved in that. Professor Butler was involved in that, and at that time, he was a Brother, Mark Ratkus was involved in that too.² He was a freshman when I was a sophomore, the Economics professor who passed away recently.

De Angelis: Wait, Professor Ratkus was a Brother?

Sheehy: Yes, he was.

De Angelis: I did not know that.

Sheehy: So I was involved and as a sophomore, I was on the novice team then I progressed as a junior to the second team and as a senior I was on the first team.

De Angelis: So was that abnormal for you to be participating?

Sheehy: It was different. I think I was the first Brother ever to get involved full time. I mean there may have been a couple who wrote for the newspaper, maybe a couple in dramatics but—and I mean it was so regimented in a way because this activity took Fridays and Saturdays most of the year. And I remember the first time in the Spring of my sophomore year, we were going to a tournament in New York. I asked if I could stay overnight. And of course, that was not something that was generally done, generally. So, I had to write a letter to the Brother who was in charge, Brother Visitor, and his office was over in where the Brother's house is now, which I was only in I think once in four years. So, I was petrified. So I went in and I slipped the letter under the door. And of course the response was precisely what you'd think, "whatever the director of the house thinks is fine." The director of the house said, "fine."

² To clarify, Mark Ratkus was a Christian Brother at one time. Professor Butler works in the English Department and Mark Ratkus was a member of the Economics department, but passed away in 2011.

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So off I went to New York. And after that, you know, over a course of a couple of years I'd be in Pittsburgh, I was in Chicago for a tournament. I was in Baltimore for tour—at the Naval Academy for a tournament. So I basically did that on a regular basis but again it took up Fridays and Saturdays. I still remember once that one of the Naval Academy which is a regional tournament, I had to leave Wednesday afternoons. So, I walked in my paper, handed it to the Brother in Theology and said, "I'll see ya." And off I went.

De Angelis: And what was his reaction?

Sheehy: He kind of just looked at me. I mean he knew I was involved. I mean they knew I was involved in. I mean we could have got this permission slips but I didn't need a permiss—you know, it was fine. They knew what I was up to.

De Angelis: And did that ever conflict with your Brother duties on these Fridays and Saturday nights when you were excused?

Sheehy: Yes, it did. It did. The basic duty that it constructed—that it conflicted with was working on Saturday morning. Every Saturday morning for 3 hours, we would have what was called "manual labor" and so you know, mowing the lawn or sweeping the floors or cleaning rooms and things like that. So, I basically got out of that for two and a half years. Now what I tried to do sometimes is make up the three hours during the week but I wasn't always able to do that. I wasn't always able to, but I tried to do it and I believe—I mean the Brothers were really, really good about that. Nobody, none of them ever said a word to me. Now they may have said it among themselves or you know—but they never said, "here we are working while you're off"—because they—I think they realized it was a full day and we usually would have two rounds Friday night and then six rounds on Saturday or sometimes it was two and then four. But I mean that's four or six hours of pretty intense study and speaking and things like that, plus the travel that's involved. So it was fine. It worked out fine.

De Angelis: And—

Sheehy: Plus I never had anything else to do on Fridays and Saturdays anyway, except sports.

De Angelis: And did you ever win major awards?

Sheehy: La Salle's team was very, very good. I won a couple of speaker awards. I won first prize at the Rutgers, Camden Tournament when I was a junior

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and senior. And fourth prize at Rosemont as a sophomore and—our team, we took second at Johns Hopkins.³ Took second at Penn. Qualified for the national—national tournament— National Invitational Tournament. But I mean I wasn't anywhere near as good and when I was a junior or actually when I was a junior, the other three top people were all from Central Catholic in Pittsburgh. They were superb. So, they were really good, you know, I kind of fiddled in.

De Angelis: And as you were taking your classes, were you mainly focusing on History?

Sheehy: Yes. I had to take—we had to take Philosophy and Theology every semester and we took nine credits during the summer but—so I was able to complete almost a—I was able to have a minor in Theology, almost a minor in Philosophy, almost a minor in Political Science and then I had my Education classes. So, I was focusing on History and Education. By the time I got to my senior year it was almost all History and in fact, I think it was, except for Theology. It was all History and Education courses. And of course the first semester of senior year, I practiced-taught at Bishop McDevitt High School and took one or two other classes.⁴

De Angelis: So your actual major was Secondary Ed, History?

Sheehy: I think that's what it says, although technically I had like thirty-six credits in History. So I had enough to be a History major. To be honest with you, I'm not sure what—I don't remember what the diploma says. I think it says History but I'm not sure.

De Angelis: And what was your goal as you were in college professionally?

Sheehy: Basically to come out and teach History and at that time Brothers were expected to teach at least one religion course. So I expected to teach one religion course and then hopefully American History.

De Angelis: At what level though?

Sheehy: High school.

De Angelis: Okay. You never set your sights on college with the—

Sheehy: No, not at all.

³ Rosemont College is located in Rosemont, PA.

⁴ Bishop McDevitt is a coeducational institution in Wyncote, PA.

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De Angelis: Okay. And what was your favorite class while you were here?

Sheehy: The best class was probably Dr. Rossi's class cause I had him for the senior seminar in British History, and I didn't have an interest in British History but he called me up during the summer and asked if I would take the class. And anybody asked me to do something, you know, nobody ever asked me to do anything like that. I was—I said yes and it was one of the best experiences of my life as I said. Certainly on the undergraduate level he was the best teacher. So I liked that course. I actually liked most of them I mean even courses that the teachers weren't real dynamic were a lot of things that I didn't know much about. So if I don't know much about a particular topic, like for example Chinese History for instance, I was always fascinated by the conversation because, again, I didn't know what they were talking about.

De Angelis: And was there ever a time that you wanted to switch majors?

Sheehy: No. I knew because I can't add and subtract. While I have a very good memory, I'm no scientist. Again all this is amazing because my dad has a master's in Chemical Engineering. I knew it was going to be History or Political Science, and because of the teaching aspect, I just felt more comfortable with History.

De Angelis: And would you say a particular professor impacted or influenced you as a student here at La Salle?

Sheehy: Certainly. Undergraduate would be Dr. Rossi. It would be Dr. or excuse me, Mr. Grady who had passed away because he was the coach of the debate team. I became very close with him. Those would be the two that come to mind, but I mean there were also a slew of others who certainly impacted—by and large, I had very, very good teachers here.

De Angelis: And were you ever in charge of any organizations or clubs while you were here?

Sheehy: No, I was the treasurer.

De Angelis: Okay.

Sheehy: I was the treasurer for the debate team.

De Angelis: Okay.

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Sheehy: So that required me to take care and go to the Business Office, take care of the money, draw money for trips. The Business Office was over in the first floor of College Hall.⁵ And so I was responsible for that. So that was not an unimportant, but that was the most important thing that I did.

De Angelis: And you also began to excel academically your sophomore year—

Sheehy: I turned it up and with the brief blip the second semester of my junior year, a brief blip. I was on a roll and you know, I figured out at the end of my junior year if I was going to graduate magna cum laude, I needed to ace my last seventeen classes and I did. A matter of fact, some of them were Practice Teaching, you know, you practice teach four of the— you get four, so and it worked out. And I decided that was going to happen and I went to it and did it.

De Angelis: And so you—did you graduate with the highest university honors?

Sheehy: With high honors but not the highest, okay? The second level, you know, that's 3.6 to 3.8 is where I was.

De Angelis: And—

Sheehy: But it also put me in the —if you had a 3.4, you could try for the student speak. So that gave me the opportunity to be the student speaker.

De Angelis: And you did receive that honor from La Salle.

Sheehy: Yes, I did.

De Angelis: And what was the contest? What did it consist of?

Sheehy: Consisted of giving speech before a committee much like it does now. Although now you have to submit the speech in writing then they decide who's going to get the opportunity to give it. But at that time, it was giving the speech in front of the group.

De Angelis: And how many other people then applied for that?

Sheehy: You know it's a good question. I don't remember. I can remember at least two names. Bill Sullivan who used to teach here in Philosophy and Vince Kling who was finishing up in the evening division.⁶ So, those were at least two other people who were potential student speakers.

⁵ College Hall now houses the School of Business and IT.

⁶ Vince Kling is a professor of German and Literature at La Salle University.

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De Angelis: And they also became La Salle professors?

Sheehy: Yes, they did.

De Angelis: And do you think that there was stiff competition then for this speech?

Sheehy: I think what ultimately turned the tide was that I was the first Brother. I may have been the first Brother to apply, I don't know that, but I was certainly the first and only Brother to be selected for that. And you know, I'm not stupid enough to think that that wasn't a factor and I think it very clearly it was a factor. So I'm not degrading my speaking abilities because having been on the debate team I was ready to talk in a moment's notice. But I think that had to have entered in the people's mind. Just like if Vince Kling had gotten and he would have been the first evening division student to give the address. So I mean there was a—Bill Sullivan was brilliant. So I mean, there were other—there were different factors that were involved.

De Angelis: And you were the valedictorian of your high—

Sheehy: 1960 and high school, right. 1963 and 1968.

De Angelis: And—

Sheehy: On the same day, June 2nd.

De Angelis: And how proud were your parents?

Sheehy: They were pretty proud. I mean it's a big thing now but it was a big thing then too. And I mean I think sometimes people think that if you're the valedictorian, you're the number one student. Some schools that's the case and some schools it's not. Here you had, again, you had to have a certain average to get in to the game. Much like now, same thing is true now or so. Yeah, there were certain average to get in to the game and then it's open season.

De Angelis: And do you remember the theme of your valedictorian speech?

Sheehy: "Poverty in America," that was the theme. Like we ought to get rid of it.

De Angelis: And the Lasallian way of life?

Sheehy: Well that we, as graduates, had a responsibility. We as graduates had a responsibility, do what we could to help to eradicate poverty and hunger from this country. And I even remember, you know, the last line or two had to do with it wasn't an impossible dream from *Man of La Mancha*.

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De Angelis: And I'm going to ask you a couple of questions of how La Salle University was back then.

Sheehy: Okay.

De Angelis: How was the area surrounding La Salle at that time?

Sheehy: It was—in one way, it was similar. I don't think it was an area you would go out by yourself at three o'clock on a Saturday morning and there were even, you know, roughly organized gangs in the neighborhood one, the Somerville Street Gang, you know, and once in a while, there were interactions like “town and gown.”⁷ It wasn't real bad. And it wasn't, as let's just say, as “vibrant” as it is now. There's a Sunoco station down here on the street, across the street from it there was a place called Garrs, which is now a delicatessen.⁸ But that's where the kids hung out. So they would walk down there and it wasn't so much of a problem. I remember once or twice, there was this kind of explosion with the Somerville Street Gang, but that may not even affect a lot of people. So, it wasn't too bad.

De Angelis: Did you ever fear for your safety?

Sheehy: Never.

De Angelis: And do you think that La Salle was a presence in the community as it is today with community service?

Sheehy: No. While there was community service and while that was important, it's nowhere near as obvious as it is today or as involved as it is today.

De Angelis: And were there any actual organizations for service on this campus?

Sheehy: There were. I don't know how many there were. There were certainly were not as many as we have now. So again, I think that it has expanded significantly.

De Angelis: And did you ever experience any sort of crime on campus during your time here?

Sheehy: No.

De Angelis: Do you remember how La Salle would alert students if there was a problem on campus?

⁷ “Town” references the non-academic population and “gown” references the academic population.

⁸ Garrs was a bar that students used to frequent at La Salle

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Sheehy: Basically hollering out the window, I guess. I never remember there being a problem on campus in which there had to be a lock down or a full-scale warning of people. Again, it was a different time. It was a different time. Access—I mean access to weapons you know. There were all kinds of reasons why it was a slower pace then—we didn't think it was a slower pace. But I mean it, it obviously is with the Internet and everybody texting, everybody finds out things all right now where as we didn't. We didn't find that till we read the paper.

De Angelis: And can you describe a little bit how the campus looked like? Like what it look like back then?

Sheehy: Yes. Obviously, it was significantly smaller. College Hall was there. The Union Building, part of the Union Building was there and not all of it. The Science Center before it was remodeled was there. This building was not here. This was an Intramural Field. We played intramural football on this. There were a couple of dorms in the North. Beyond the Baseball Field was woods and then the orphanage. So it really was not— there were maybe four dorms. Eighty percent of the students were commuters as opposed to now where its twenty percent, it's reversed. So, it's a much smaller campus. Much smaller campus and again, no Hayman Hall, you know, no West Campus, no San Miguel, no La Salle Apartments, Saint Theresa's, none of that.⁹

De Angelis: And where's the library on campus?

Sheehy: Library was in the Administration Building. The Administration was on the first floor of the College Hall.

De Angelis: And how do you think it—how well do you think this community changed? I guess the campus community.

Sheehy: Oh I think we have done a very gradual, but also I think a very effective change in terms of programs and also in terms of the plan. We—you really have no option when the hospital becomes or comes up for sale. If you don't do it, who's going to take it over? Somebody might take it over and build something that would not mesh with what you're trying to do. The Shoppes at La Sall are a tremendous addition both in terms of employment for people and shops such as, just take an example, Dunkin' Donuts. So I mean along with the programs, just been a—and the South campus I think it's

⁹ Hayman Hall is the gymnasium on campus. San Miguel, La Salle Apartments, and Saint Theresa's Court are all residence halls on campus.

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been a tremendous boost to the campus. As someone once said, you know, "if you're not in debt, you're not moving forward." So, I mean we are in debt, but our bond rating is very, very good and we could do some more if we need to.

De Angelis: And as a History major, you must have been in the library quite a bit.

Sheehy: Yes.

De Angelis: How good was our library and resources?

Sheehy: Our library was very good. It was very accessible. The two librarians were real characters. They were older women, very well known on the campus. Never had any difficulties with them or problems with them. There were student workers like there are now. No, our library has always been, I think one of the strong elements of La Salle.

De Angelis: And as I've said before, La Salle was a single gender institution. How do you think that differs from today? What was— do you see a change?

Sheehy: Oh, absolutely. I think you become—you are a hermetically sealed operation that does not reflect society and that's what we were. I mean we were several thousand young men, they were in shirts and ties and usually in suit coats, although not always, not always. They dressed up in military uniforms two days a week as part of ROTC, as freshmen and sophomores. They all had short hair. All right? And that's not what society was particularly during the sixties and it's not what society is now. So was—there's a little bit of an unreal world.

De Angelis: So it seems like everyone wore the same outfit. Was there a uniform or a code of dress?

Sheehy: There was not a uniform but ironically, there's a great picture of the class of sixty-three ('63) standing—it was hundredth anniversary of the school—standing out in the quadrangle and they were all wearing beanies, all right, what we called dinks at the time. So freshman had to wear beanies for like freshmen orientation. We were spared that as Brothers.

De Angelis: And were there many Christian Brothers who weren't in your class on campus such as teachers? What were their roles?

Sheehy: Yes, there were probably—boy during the middle or late sixties, probably at least forty. And again, so all throughout the University teaching in all kinds of capacities and also being, you know, like Director of

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Admissions, the Head of the Library was a Brother, obviously the president was a Brother, several of the deans were Brothers. So there was a much more numeric presence than there is now.

De Angelis: And do you think that La Salle as a Christian Brothers Institution executed its mission fully back then?

Sheehy: Yes. What the mission was perceived at that time, which was to educate middle class, young men in a Liberal Arts education but also a values-based education. [cough]

De Angelis: And do you remember how much the tuition was back then?

Sheehy: Oh no, I don't because I didn't deal with any of that. I didn't deal with any of that.

De Angelis: Well, was La Salle as generous with their scholarships as they are today?

Sheehy: My impression is yes. Again, relatively speaking. There's a couple of differences. For example, if you were the brother of a Christian Brother, you got to go here for nothing, all right? That changed in the seventies ('70s) but my brother for example came here for nothing. For the one year he was here, he could have come here anyway for nothing because he won a scholarship, but he gave the scholarship up so that someone else could have it but then he could get tuition here.

De Angelis: And when you were here, do you think that there was any type of segregation on campus at all?

Sheehy: There were not a lot of people of color. There were some but not a lot. So, I mean again, it was an unreal world. It did not reflect—like I think one of the good things about La Salle now is it's much more reflects the neighborhood and the ethnic diversity of Philadelphia and particularly the East Coast. [cough]

De Angelis: And do you think that La Salle accepted a “type of student”?

Sheehy: Yes. I think they look very much to the Catholic high schools in the area. Many of which were still all male. And when I say in the area I also mean Delaware, New Jersey, Pennsylvania. Now much of that is true now, but we've extended much more. But the base group was the Philadelphia and the tri-state area.

De Angelis: And we accepted non-Catholics?

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Sheehy: Yes, we did.

De Angelis: Were they forced to take religion?

Sheehy: As far as I know, they were; like now. And I don't remember but I would think back then like now, we had options. You know, for example, I knew that there was a Rabbi associated with the English Department—Oh I'm sorry, with the Religion Department, whom I assume—I know taught at least one or two classes. So there certainly was the sensitivity even during the sixties ('60s) to other people's interest.

De Angelis: And do you think that La Salle offered a sound education for you and for other students at this time?

Sheehy: Very much so. Very much so in the academic area, very much so in the maturation process. Although mine was different because I was a Brother. The only thing, again, that I think was different was the interaction with the other gender.

De Angelis: And do you remember any major sporting events? Were we a successful institution back then?

Sheehy: We tended to have every October, we had what we called a Tap Off Rally, which began the basketball season. We were pretty good in basketball. We were uneven my first couple of years, but as seniors we were like, I don't know, twenty-one and eight or something like that and we went to the NCAAs. The year after I graduated was probably the greatest team in Philadelphia basketball history. We were twenty-three and one but we couldn't go to NCAAs because we were on probation.

De Angelis: And why were we on probation?

Sheehy: For some little things that probably wouldn't even be brought up today. Not major, well I mean major infractions. There were violations in the NCAA. But again, they would not be considered as big an issue today as they were back then.

De Angelis: And was that the team, the twenty-three and one team? Was that the team Tom Gola was on?¹⁰

Sheehy: It was the team he coached. It was not the team he was on. The team he was on was in the early fifties ('50s.)

¹⁰ He was one of the most talented basketball players in Philadelphia history. He helped them win in the NIT in 1952 and in the NCAA championship in 1955.

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De Angelis: Okay. And he was the coach of this team?

Sheehy: He was the coach of the sixty-eight-sixty-nine ('68-'69) team that had of the five players on that team, four of them are played professional basketball.

De Angelis: Wow. And what year did you graduate?

Sheehy: I graduated on June 2' 1968.

De Angelis: And do you remember how many students were in your class who graduated?

Sheehy: I do not but Convention Hall was filled. That's where graduation was, downtown.

De Angelis: Okay.

Sheehy: It's down by the train station. It doesn't exist anymore. It's where we used to—actually, used to play basketball for a while, but the place was packed. So I'm going to say it's probably roughly the same amount as now.

De Angelis: And what did you do right after you graduated?

Sheehy: Right after I graduated, it was traditional for the Brothers who had just graduated to go to either Saint Gabriel's Hall or St. Francis Hall. St. Francis Hall was for orphans. Saint Gabriel's Hall was for court adjudicated youngsters. I went to Saint Gabriel's Hall where I taught in the morning, two classes, one in Journalism and one in Public Speaking, and in the afternoon, we occasionally be asked to help the prefects in the afternoon and on the weekends. So, that was our introduction into teaching. I also took a week seminar to learn how to teach the new religion books that were coming out because I was fated to teach all religion my first year in Calvert Hall in Baltimore.

De Angelis: And what did you mean by "we helped the prefects" and what is that?

Sheehy: Well a prefect, they had a very busy job and at that time most of the prefects were Brothers. So in the afternoon we might prefect the youngsters while they could get some rest or go do paperwork or do something like that.

De Angelis: Did you find being at Saint Gabriel's a hard job?

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Sheehy: Not terribly hard but I didn't know a lot. So, I imagine they probably pulled some stuff on me and I never even realized it. It wasn't a really difficult job because there were so many Brothers. They were so good in what they did. It's a real specialized vocation that—and it was—fairly regimented operation in terms of the Brothers. So, it's a very easy segue way into leaving La Salle and going in to community.

De Angelis: And what type of young youths I guess were in detained in this—

Sheehy: Well, you know, I think of some lot of it was for excessive truancy, stealing sometimes. You do not have as much the prevalence of drug issues as now but every so often you got a kid who was there for arson. But most of the time it was things that is escalating. It was for things that we would not consider to be as significant as some of the issues today.

De Angelis: And do you think that Saint Gabriel's Hall was able to reform these men?

Sheehy: Their success rate—there's a phrase recidivism. Recidivism means that a person goes, commits a crime, and then commits a crime again, their rate was about was fifty percent, which is significant high, significantly high in the sense of people not getting in trouble again. So about half the groups that went there got in trouble again and about half of them didn't and that was a very significant plus in terms of Saint Gabe's.

De Angelis: And did you feel like you were qualified to teach Journalism and Public Speaking was it?

Sheehy: Well I had—first, we're talking about relatively young, youngsters. I'm talking nine, ten, twelve maybe, maybe the oldest was fourteen. I had written for the newspaper for three years in high school. I certainly was familiar with it. Giving the age of the students that was not a problem and neither was public speaking because again I had not so much studied as the—I had a very practical experience about in terms of speech and also in terms of debate.

De Angelis: So was this the same year you were fully inducted as a Brother?

Sheehy: Well, I was fully inducted when I took my first vows.

De Angelis: Okay.

Sheehy: I did not take my final vows until the fall of 1972.

De Angelis: Okay.

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Sheehy: After I've been teaching three and a half years.

De Angelis: Okay. So, there's some time to go I guess?

Sheehy: Yeah.

De Angelis: So after Saint Gabriel's, where were you sent?

Sheehy: After that, I was assigned to Calvert Hall, Calvert Hall College High School in Baltimore, the oldest Brothers high school in United States, all boys high school for about twelve hundred. It's still about twelve hundred now. It's got a superb reputation.

De Angelis: And did you have an option to go there?

Sheehy: No, I was assigned there by the Visitor, the Brother in charge.

De Angelis: And no one really has an option if you're assigned?

Sheehy: Right. But we don't do much of that anymore. I mean what the Visitor wants you to do is let him know if you're looking for a job or applying for a job. I don't know if he would step in and say "I don't want you to do this." But certainly that never happened with me. It was all—everything. I mean every place I went, I was asked to go and I went. The only difference is here where I had to apply, to be a teacher here.

De Angelis: And what was your role at Calvert Hall? Just a teacher?

Sheehy: I get a bit of – I mean I did everything. I mean I was young. So I taught like seventeen subjects in five years. I was moderator of the cheerleaders, I was moderator of the Spirit Club, moderator of Forensics. I was a student council moderator for a while. I was a Dean of Discipline for a while. I went to school at Hopkins one night a week. So it was—I mean I just threw myself in to it. Just threw myself in to it

De Angelis: And how did you become the moderator for the cheerleaders?

Sheehy: I was walking around the school one day with another Brother who was in charge of student activities and he asked me if I would do that.

De Angelis: And this was for female cheerleaders?

Sheehy: Yes, it was. Female and male.

De Angelis: And but this was an all male institution?

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Sheehy: Yes, it was. The females came from some of the local high schools in the area.

De Angelis: And –

Sheehy: And I still have close relationships with a number of them. I've spoken at their weddings. I've seen them through divorces. I've seen them through second weddings. I've been to the baptisms and things. So—but when I was younger I was able to go to all these things. Now that I'm older, it makes it a little more difficult.

De Angelis: And so when you were at Calvert Hall, did you have the option to take on these extracurricular activities?

Sheehy: I did. I mean it was expected that you would take extracurricular activities. but I took on more than most people did.

De Angelis: And were there any lay teachers at Calvert Hall?

Sheehy: Oh yes, yes. There were a significant number of lay teachers.

De Angelis: And you mentioned that you were in a disciplinarian role and what kind of role was that?

Sheehy: My second year there, we did change the discipline system so that one Brother who was the freshmen disciplinarian, one Brother was the senior disciplinarian and I had the juniors and seniors. So that meant we dealt with absences. We dealt with truancies, we dealt with—if they got into fights. It's a great school, great kids but with that number of kids, some things are going to happen. So that kept me busy.

De Angelis: So what was your exact title?

Sheehy: Level Dean of Discipline.

De Angelis: And do you remember what kind of punishments were normally designated for this?

Sheehy: Generally, it was detention, you know. And what we did was in a five-day week I'd take two. Somebody else would take two and the other Brother would take one and then we rotate. It would be after school for the most part. So it was pretty standard in terms of detention.

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De Angelis: And do you think you were qualified at this point in your life to be a disciplinarian?

Sheehy: Probably not. In terms I did not have the experience but I had the energy and I had the interest and so again, I threw myself into it.

De Angelis: Were—did you find it difficult though to do?

Sheehy: Not as difficult as some later assignments because, again, the support was so great and the fact that I was teaching a full schedule. So I was able—and again, sometimes the students would be in my Home Room, he'd be in two of my classes, he'd be in detention, he'd be in the Spirit Club. So he would see me and I would see him in different kinds of situations.

De Angelis: So, you weren't just a disciplinarian to everyone?

Sheehy: That's correct.

De Angelis: And do you find that you were still "popular" despite the fact that you were seen as an authority figure?

Sheehy: I think generally yes.

De Angelis: And did you ever think the students were afraid of you?

Sheehy: No. No, not at that level because again, when you're young you're kind of a pied piper. When you're young you're close—you're much closer in age to them. Probably the one mistake I made was I was too easy because I was close to them in age. And even though I *knew* you shouldn't try to be popular there was a great feedback in terms of being popular.

De Angelis: And can you describe some of the classes you taught while you were at Calvert Hall?

Sheehy: I taught American History. I taught Economics. I taught Sociology. I taught American Government. I taught International Relations. I taught Philosophy. I taught all four years of Religion—three years of Religion, that's just a sample.

De Angelis: And do you remember any particular subject that you really liked to teach?

Sheehy: No, I basically liked them all. I basically liked them all. Again, I may—in terms of preparation and in terms of grading papers, you know, the day was full and then in the afternoon if an

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activity wasn't going on, I'd be grading papers and come home at night, watch an hour of "Star Trek" then work three hours, watch another hour of "Star Trek" and go to bed about eleven.

De Angelis: And how long did you stay at Calvert Hall?

Sheehy: I was there five years.

De Angelis: And—

Sheehy: I could have stayed there forever.

De Angelis: And why did you choose to leave then?

Sheehy: The provincial at the time came to me and said "Would you like to go to graduate school to study for a doctorate?" and I said, "I'm not entirely convinced that I want to teach on the collegiate level because I was getting some real positive feedback and because I really liked the high school situation." And he said, "You don't have to necessarily teach on the collegiate level, all right? You can get it for yourself because it's there and you have an opportunity." And so it was a really—it was not a difficult decision to make but once we got closer to graduation it became more emotional for me. I mean you always, not always, but most people think very fondly of their first assignment and I still do.

De Angelis: And so how long did it take you to decide to leave?

Sheehy: Really didn't take me very long. He asked me and then I decided to apply to a couple of schools and obviously, what I was dealing with was what I could control. If I applied to schools and they didn't accept me, then I wouldn't go. And I only applied to a couple. I think I applied to GW and Maryland because I wanted to stay in the area.¹¹ And I was thinking of applying to Hopkins but that just—that didn't work out for a couple of reasons. I got accepted to both GW and Maryland, and GW offered me a teaching assistantship, which I kept for two years and then I had the third year, I got into the Department of the Navy Fellowship for dissertation work. So, it worked perfectly because I could live at St. John's in Washington, which is only forty-five minutes away from Baltimore. So if I wanted to go back and forth to visit people, I could. So, it worked out, it worked out well.

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¹¹ George Washington University is located in Washington, D.C. and University of Maryland is located in Baltimore.

De Angelis: And so the Christian Brothers asked you do a doctorate, but would they not have paid for it?

Sheehy: They would have if I did not, you know—I'm not really sure. In thinking about it now. I would have done it if they had to pay for it, but I would have been uncomfortable about it. That's just not my—it's not my style. I want to be a worker bee. So I went out and made sure that I got funding for it.

De Angelis: And what was the next assignment then in teaching?

Sheehy: Well, the next assignment was to St. John's in Washington to be in residence there and for the next three years, I went to GW for 2 of the years as a teaching assistant and the third year I worked in the National Archives and at the Department of the Navy on getting the information together for the dissertation.

De Angelis: So you didn't teach in high school?

Sheehy: I did not teach in high school at that time. I taught in college as a teaching assistant.

De Angelis: And what kind of tasks were you given as a teaching assistant then?

Sheehy: The major professor, who was superb and was really a great help to me. He would give the lecture to like three hundred young people and then five of us would have three discussion sections. So, our job would be to run the discussion sections and grade papers. And obviously, he would have the final word on things but he never overruled anything I did. So that and my own studies were the prime—we were supposed to take three classes a semester and then have three discussion sections. So, it was a full—and the object of course—it was a full schedule—the object of the course was to prepare to take your comprehensives and in theory, you could take them at any time. But if you didn't take the classes, you wouldn't be ready to take the comprehensives.

De Angelis: And you have previously gotten your masters—

Sheehy: I got the master's degree from Hopkins.

De Angelis: And what years were that?

Sheehy: That was between sixty-eight ('68) and seventy-three ('73). I went once in the fall of sixty-eight ('68) and once in the fall of seventy-two ('72) and then in between I went during the summers and took two classes for three summers.

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De Angelis: And you were doing that while teaching—

Sheehy: Yes.

De Angelis: At Calvert Hall?

Sheehy: Yes.

De Angelis: And do you remember your area of concentration?

Sheehy: I got involved at Hopkins because they had a program that at the time was very new. It was called the Master of Liberal Arts. You took basically any four courses in anything you wanted, which I took History and then they had something called the “History of Ideas” that you could take six of those classes and they had all kinds of things I was interested in. I took a course in I think—it wasn’t the Book of Genesis, but it was some book of the Bible written by a guy who was an expert on the Bible. I took a course on Egyptology by a guy who was an expert in Egyptology, Constitutional Law by an expert— So, I took it. It gave you the ability to take six courses that were really kind of over the lot and then as I said four, you could take basically whatever you wanted and those were History classes for me.

De Angelis: And that was appealing to you, the Masters of Liberal Arts?

Sheehy: Very much, yes. Very much so because again it allowed me to take some things I was interested in but towards a degree.

De Angelis: And were there any other options for schooling while you were teaching?

Sheehy: That was probably the best. I mean, I guess I could have gone to Loyola but I don’t think they had that kind of program. Hopkins, of course with the reputation that Hopkins has, is very logical. It was only about twenty minutes. So, as I said I took two classes during the summer and then, you know, for that three summers and then, or four summers, excuse me, and then two classes during the year.

De Angelis: And you had already been assigned to Calvert Hall?

Sheehy: Right.

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De Angelis: Could you have taken a masters somewhere in another state perhaps? Would you have moved?

Sheehy: Yes. Yes or what many Brothers did is go during the summers. A lot of Brothers had 3 and 4 masters because they would go to school during the summer. The logical place for many of them to go is to Notre Dame. They would go to Notre Dame. Some would go to CU.¹² Actually the Brothers were extremely supportive of the people studying during the summer. The degree I got at Hopkins was paid for by the Brothers. So that was not a scholarship or a fellowship or anything. [cough]

De Angelis: And can you tell me how you balanced Christian Brotherhood, teaching and going to school? [Brother Edward coughs during question]

Sheehy: I didn't. All right? I mean I did and I didn't. I basically— I'm suffering, suffering might not be the right word. I'm dealing now with the over extension that I was during the late sixties ('60s) or early seventies ('70s). I mean I just thought I was indestructible. And so I would go from morning to night, blazing away. The weekends, like on a Friday night, there might be a basketball game. Saturday morning I'd mow the lawn or something. Saturday night would be a dance at school and Sunday afternoon would be a basketball game. So it was basically seven days— and in the summer I did a lot of preparation during the summer for the next year's classes.

De Angelis: And do you feel like there was an area in your life where you kind of didn't – you should have concentrate a little bit more on?

Sheehy: Yeah, I think the area I probably should have got – what happens is which you tend to let go are the things like prayer, reflection, meditation, especially when you're as impatient as I am. So, that's the area that I should have spent more time on. But again, that's the area I should have spent more time on, but I got such positive feedback for what I was doing in the school that it was tough to get away from that light, you know, drawing them off to the light kind of thing.

De Angelis: Was this common for Christian Brothers to be so involved in school, teaching and Christian Brotherhood I guess?

Sheehy: I went to an extreme but again, you have to remember we were much younger then and had more, so I would say I was a-typical in the degree but I was typical in the sense of Brothers. Most Brothers had a

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¹² University of Notre Dame is located in Notre Dame, Indiana. Catholic University is located in Washington D.C.

homeroom. Most Brothers had a full schedule. Most Brothers had at least one and sometimes two extracurricular activities.

De Angelis: And do you remember your GPA when you are at Johns Hopkins? Did you do well?

Sheehy: I did all right. I didn't do—I mean, maybe half A's and half B's and of course in graduate school you almost always get an A or B. So, that was not—my doctorate I got all A's but no, that was – it was not – and part of it, I mean, a lot of that was my own fault. I mean, what I would do during the summer is I'd go to school in the morning and I'd come home in the afternoon, I'd get the kitty cat and sit on the couch and fall asleep, so I'd sleep all afternoon. Then at night, kids would come by even during the summer, and say "let's go get something to eat, let's go to the movies." Enough of this reading, off I went. So I sometimes had to do it on the fly. So I really didn't put as much in to my time at Hopkins as I probably should have.

De Angelis: And—but did that inspire you to possibly get a Ph.D.? Did you ever think about it?

Sheehy: No.

De Angelis: No.

Sheehy: Not really, not really. No, my plan was basically to stay in high school because I liked it so much and again, I would have stayed at Calvert Hall forever.

De Angelis: And the Christian Brother who came up to you and asked you to do this, did he feel like you could do this?

Sheehy: Yes. Yes, he did. He really is a great man. He's still alive. He's a great man. But I guess he saw something in me and was trying to make sure that we had enough people the pipeline. Again, one of things that Brothers do is, they do very well, is to support education. So he was trying to make sure that there was a stable of Brothers, you know, with doctorates. Because again, about half the people who finish their course work, do not get the degree because the dissertation—most people on the outside think a dissertation is just "ah, a little bigger paper," it's a little more complicated than that. So, you know, there's

always something— there's a number of Brothers who started and never finished.

De Angelis: And did you have to write a large paper for your Masters in Liberal Arts?

Sheehy: No. I had write papers for courses but nothing anywhere near like the dissertation.

De Angelis: Was there a comprehensive exam? Something that—

Sheehy: There were comprehensive exams. There was one six hour and three eight hour written exams.

De Angelis: And that's how you got your degree in the end?

Sheehy: That's—the finishing the comprehensive work plus you needed competency in two languages. French and German. But they were—it was an easy competency, you just had to translate a page and you could use a dictionary—

De Angelis: And that was getting to Johns Hopkins?

Sheehy: No. That was no, no.

De Angelis: To get in to –

Sheehy: That was for the doctorate.

De Angelis: Okay.

Sheehy: That was for the doctorate. But once you finished the comprehensives, then you start to dissertation and, you know, that's where human nature kicks in where you want to do everything and anything other than work on the dissertation.

De Angelis: And—

Sheehy: You know what, today it was basically an advanced form of senioritis.

De Angelis: And when you went to GW. Again, did you have specific area of interest?

Sheehy: Yes. Believe it or not. My area of—twentieth century of America fascinated me. But I was kind of looking to see if I could do my dissertation in Naval History, again, for all kinds of reasons. So, my other subjects were—you had

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to take a General American, Recent American, American Political because I had an interest in politics and the six hour exam was in I guess nineteenth and twentieth European History. What they wanted you to do is take what they call "write off exam" and they want you to take something that's not directly connected. So I mean I had an interest in it. The guy who taught it was really good. So I—and I had an interest in I but I—because again, partially because of Dr. Rossi, but it wasn't something—it was on the periphery of my interests. So, that worked—that all worked very well.

De Angelis: And how many people were in your program?

Sheehy: The program that I entered there were five that entered that year. There were five that entered that year. Four of us got our doctorates.

De Angelis: And did you remember what you did as a TA?

Sheehy: As I said I would run the discussion sections and I would also, you know, grade papers or grade tests.

De Angelis: And what was the subject?

Sheehy: In all cases, it was American History, the survey in American History.

De Angelis: Okay. And as you were getting your doctorate, you were living at St. John's?

Sheehy: Yes, I was.

De Angelis: And do you feel like you were a little more balanced now that you weren't teaching full-time?

Sheehy: A little more but it kept me very busy and I really had to be careful because [cough] I got involved at St. John's too. You know, even though I wasn't teaching there; particularly following their sports teams, which was very good at that time. So I kept my hand in that maybe when I shouldn't have, you know, maybe when I should've spent more time on the other aspects of my life.

De Angelis: And how long did it take you to get your degree?

Sheehy: Well that's the rub. I sailed through in two years, finishing my language. finishing my coursework, finishing my comprehensives. I spent a full year doing the research for the dissertation and it took me like six to finish it.

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For several reasons, one of the most—the fourth year, I worked at St. John's as a Administrative Intern learning to be a assistant principal and teaching the class and running on the honor society, doing admissions and so I was writing it at the time. And then **[cough]** I made a classic mistake and the classic mistake was going back to work full-time without having finished it. That's why it took me the time it did. I went to Hudson Catholic. I was asked to go to Hudson Catholic as Assistant Principal for Academics. And I figured "Oh I'll go there and I have a draft. I'll finish it up on the fly", a bad mistake. You've got to finish it while you have the opportunity, especially if you have the opportunity financially.

De Angelis: And you obviously did have the financial opportunity to finish this doctorate—

Sheehy: Yes.

De Angelis: Earlier. Okay. And what was the topic?

Sheehy: The United States Navy in the Mediterranean from 1945 to 1947 **[cough]** during the Cold War.

De Angelis: And why that topic?

Sheehy: Well, I wanted something in the Navy. I went down to the Naval History Archives; they're in Washington. The Director of the Archives, a delightful individual who was extremely helpful to me, he gave me some booklets which had topics in it that hadn't been done. So I said to him, "What about this?" and he said, "That looks good. Now let's talk about narrowing it down." First it was 1942 to 1947. That was a disaster **[cough]** because of all the war things going on. So I shifted it to forty-five ('45) to forty-seven ('47) and I didn't have to leave D.C. The history— because I got this History scholarship, they gave me an office, they gave me a typewriter and all the material was there to the first part of my research and then I went to the National Archives and did the second part. And it was much easier to work in the National Archives than it is now. Somebody tried to walk out with the Emancipation Proclamation. So they kind of made it more difficult for people to take notes in the National Archives for some reason. So I mean that was a great advantage. I didn't have to leave the city in order to do it.

De Angelis: And do you think that it was your father being a Naval officer who really inspired you to do?

Sheehy: Absolutely.

De Angelis: Because he was in the Mediterranean, correct?

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Sheehy: He was. He obviously inspired me to do it on the Navy, the Mediterranean and the Cold War I was interested in, but the fact there was that gap.

Nobody had done it. When you do a doctorate, you either do it on something nobody has done or you take an approach nobody else has taken or you use resources that nobody has taken. I basically did all three.

De Angelis: And what was your argument?

Sheehy: My argument was that after World War II, the United States did not have a strong military or a relatively strong navy. They had demobilized. The Soviets still had a very significant presence from a military standpoint. The *one* advantage that Navy had was that there were—they had more of a Navy than the Russians did. So what they did was they would send the ships into the Mediterranean. Now if you're living in Athens and you see this *big* battleship, *The Missouri*, come in, you probably say "These dudes don't take any prisoners." All right? So the idea was to be cautious, not to cause a war with the Russians but to remind the Russians and the people of the Mediterranean that the United States had a presence. In other words, use the limited weapons we had in the Cold War.

De Angelis: And there was no writing on this prior to your dissertation?

Sheehy: Nothing significant. Nothing sig—I mean there were some articles written but they had been written twenty years previously. They didn't have access to the material that I was looking at.

De Angelis: And was there—were there any historians who disagreed with your dissertation?

Sheehy: A couple people—it was reviewed in nine different journals but most of the things that people said were fairly mundane. So there was nothing like this is, you know, this is horrible, this is wrong and it was more like "You said this happened in Turkey in 1918 in your opening chapter but it was really *the spring* of 1918." That kind of thing. You know when you write a review, you can play nice-nice all you want but you also want to see one or two things by making it better because nobody is perfect. But I was very satisfied with the reviews.

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- De Angelis: And how long was your dissertation?
- Sheehy: The dissertation was probably about 300 pages.
- De Angelis: And did you find that a daunting task?
- Sheehy: Yes because, again, it was one of the last dissertations of the last years that people worked with typewriters. So, I had to get somebody to type it for me, [cough] which was not easy. I went over to New York and I found somebody who could type it for me and they did.
- De Angelis: And how long—and again, it's up to you how many years you did the research?
- Sheehy: Two, basically.
- De Angelis: Two years?
- Sheehy: I did the research and writing a first draft. First draft got ripped to shreds and a couple of the subsequent drafts got ripped to shreds. Rambling, wordy, all right? And I mean it's not what they said but that's my interpretation of what they said. So I mean again, it started at seven hundred and fifty pages and I cut down to about two hundred and fifty.
- De Angelis: So, the first draft—
- Sheehy: Was about seven hundred pages.
- De Angelis: Of original writing?
- Sheehy: Yes.
- De Angelis: That's a bit intimidating.
- Sheehy: Yup
- De Angelis: [Laughter]. And—
- Sheehy: In fact it might be as—you know, if it was stacked it up might be as tall as some people.
- De Angelis: And who did you work under?
- Sheehy: His name is Leo Riboffo.¹³ He is currently there. He is a professor. His field is American Studies from Yale. He's roughly my age. Again and the other

¹³ Leo Riboffo still teaches at George Washington University and is currently writing a book *The Limits of Moderation: Jimmy Carter and the Ironies of American Liberalism*. He earned his Ph.D. from Yale University in 1976.

person was Dean Allard who was the Director of Naval History and his assistant, who was also extremely helpful.

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De Angelis: So who was your first reader on your dissertation?

Sheehy: Well my major professor. The readers on my dissertation were: my major professor, Dr. Allard who was the head of the Naval History Division, a professor of Political Science at, excuse me, professor of History—of American History at GW, the outside reader was from the University of Pennsylvania. He's still teaching there.

De Angelis: And did you—you had to defend your dissertation?

Sheehy: Yes, I did.

De Angelis: And were there any issues when you were defending?

Sheehy: By the time you get to the defense, there shouldn't be any issues and there really weren't. You know, they asked me a question. I tried the side step but they wouldn't let me [cough] but it went fine. I mean it went fine. I mean they go—you start with the person who's from outside of the department first. He asks a question. The question almost always is "Why is this important?" Then you go around the room, they ask you questions. It was really anticlimactic. I mean it was maybe half an hour to forty minutes, you know, maybe. Then they said "Could you wait outside?" I waited outside. About five minutes later, they came out and said, "Congratulations, Dr. Sheehy." And that was it. Now, they had some technical things I needed to change or they all did was they signed off on it with the presumption that my major professor would make sure that I made the minor changes which I did very quickly.

De Angelis: And were you nervous going into this defense?

Sheehy: I was nervous but I guess it was more kind of a relaxed nervousness, kind of like a tired nervousness. I mean I knew I knew more of the topic than anybody else in the world and was pretty sure that I could talk my way—while I can talk my way in anything, I can also talk my way out of anything. So, and this was not an enemy force. I mean you hear these stories about this guy doesn't like this girl and so he's not going to support her candidate. There was absolutely none of that. It was extremely—and these people were top notch and high-powered and the thing I guess I most remember is the guy from Penn who again is still there. He was very highly regarded saying it was better than most of the ones he had read at Penn. So, that made me feel good.

1:00:57

De Angelis: And so right after you get approved, your dissertation gets approved, you become a doctor?

Sheehy: Yes. Well, yeah. **[cough]** What happened was I was supposed to defend on February 11, 1983. They got this snow storm of all snow storms and had to postpone it to March eleventh. The professor, my professor said to the dean, **[cough]** "Why don't we just give him the degree. It's no big deal." And the dean said, "Oh, no, we can't do that." So I came back in March and then I got the degree on Mother's Day, 1983.

De Angelis: I guess that's a good gift for your mom.

Sheehy: It was, yes.

De Angelis: She must have been proud.

Sheehy: She was.

De Angelis: And how proud was your dad being a Naval officer and all?

Sheehy: He doesn't—didn't show it but I mean, yes, he was. He was very proud.

De Angelis: And were you the first doctor in your family? **[He coughs during question]**

Sheehy: Actually my Brother is a J.D. So technically, I'm the second and of course my sister is a doctor. So she's the third. She was after me.

De Angelis: Well again, we're out of time. And we'll pick up because I know there is some overlap between you getting your doctorate and actually teaching. So we'll go back in time a little bit and talk about how you were teaching at the same time next time.

Sheehy: Okay. Thank you.

De Angelis: Thank you.

Sheehy: You're welcome.

1:02:16

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