

Oral Interview Transcription

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3 **Therese Abib** [00:00:00] Can you hear me, OK?

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5 **Calum McIninch** [00:00:01] Yes, I can, perfect.

6
7 **Therese Abib** [00:00:03] Perfect.

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9 **Calum McIninch** [00:00:03] All right, so I minimize this very quickly. OK. Scroll this down a
10 bit, so I'm just going to go over a couple of things really quick before we start.

11
12 **Therese Abib** [00:00:18] OK.

13
14 **Calum McIninch** [00:00:18] Um so I need your oral permission from the interviewee to
15 conduct and record the interview. And I'm just explaining how the final recording and the
16 transcription will be housed in the University of Dallas oral history repository. And so and
17 then eventually it will be ugh published with the university um as far as I will be um
18 transcribing a transcript after we're done. And anything you see or if you want to redact
19 anything, you can let me know and I'll have that taken off the um, the record. Or if you um
20 feel like any of the umms or uhh any of the umm. What it's what is it called? Like, I guess,
21 placeholders? You can have those redacted, too, just for the sake of flowing. If not, if
22 you're fine with that. That's also good. It's really just personal preference.

23
24 **Therese Abib** [00:01:08] Wow, I feel like this is really official.

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26 **Calum McIninch** [00:01:12] Mmmhmm. And you're welcome to use a pseudonym if you
27 want to be anonymous as well.

28
29 **Therese Abib** [00:01:16] OK.

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31 **Calum McIninch** [00:01:16] And your picture will be censored during the zoom meeting if
32 that's OK with the bigger picture. So it'll be like, oh this is you. And the repository we can
33 also I can also take out the video, too. So it's just really.

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35 **Therese Abib** [00:01:28] I don't have anything to hide.

36
37 **Calum McIninch** [00:01:30] Gotcha. Gotcha. Yeah. Some people are just more private
38 about it, so it's just a personal preference. OK, so we'll jump right into it.

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40 **Therese Abib** [00:01:40] Alright. You have my permission.

41
42 **Calum McIninch** [00:01:42] Mhmm.

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44 **Therese Abib** [00:01:43] So do you ask me on the thing?

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46 **Calum McIninch** [00:01:45] And if you want to record it, you can I just gave you
47 permission just in case. Yes, I can. I'm recording it right now. But it's just for your personal
48 notes. If you go down to the bottom of the zoom video, you should be able to see.

49
50 **Therese Abib** [00:02:00] Oh. Record.

51
52 **Calum McIninch** [00:02:00] Mhmmm.

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Therese Abib [00:02:02] How much space will it take up do you know?

Calum McIninch [00:02:04] It's just it'll either put it on the cloud or on your computer. If you just click record it should show up a window zoom on your um computer and you can tell it where to go to. I'm not sure. Right off the bat, since it's video and audio, it should take it up, gigabytes but it's like maybe one or two.

Therese Abib [00:02:23] Oh Ok.

Calum McIninch [00:02:23] Yeah Yeah It's like, yeah,.

Therese Abib [00:02:24] That's like recording. So.

Calum McIninch [00:02:27] Yeah. OK, perfect.

Therese Abib [00:02:29] OK.

Calum McIninch [00:02:30] OK. So, I'll jump into the first question really quick. All right, so can you state your name and your profession?

Therese Abib [00:02:39] My name is Therese Abib and I am an elementary school teacher. I teach second grade in a Catholic school.

Calum McIninch [00:02:48] OK, thank you. And what schools have you taught and how long did you teach at each of them?

Therese Abib [00:02:53] At each school? Oh, gosh, I have to go way back Calum. I'm kind of old. Hahaha uhhh. So, the first school I taught at was a public school in Amarillo.

Calum McIninch [00:03:03] OK.

Therese Abib [00:03:04] And the name of that school was Sleepy Hollow Elementary, and I taught fourth grade self-contained and I taught fifth grade language arts and then I taught um first grade self-contained there. And umm. I was there for eight years.

Calum McIninch [00:03:25] OK.

Therese Abib [00:03:27] And then after that, I decided to, uh, travel in Europe and to teach at an American school in Italy, and, um, that was just a really difficult situation kind of all the way around without going into it.

Calum McIninch [00:03:44] Sure.

Therese Abib [00:03:45] So I ended up coming back and I taught, I wasn't over there very long, just maybe a month. But I never, uhh, it was before having students, so I didn't leave a classroom.

Calum McIninch [00:03:58] Got it.

Therese Abib [00:03:58] And then I came back and I lived in Hayes, Kansas.

105 **Calum McIninch** [00:04:03] Mhmmm.

106

107 **Therese Abib** [00:04:03] With my parents. And I taught chapter one reading at a public
108 school there at Wilson Elementary.

109

110 **Calum McIninch** [00:04:09] Mhmmm.

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112 **Therese Abib** [00:04:09] And it was a pullout program. And I worked with kids from
113 kindergarten through fifth grade to help improve their reading skills. And I supported the
114 teachers in the classroom by doing that. So, it was a professional position, teaching
115 position.

116

117 **Calum McIninch** [00:04:26] OK got it.

118

119 **Therese Abib** [00:04:26] And then after that, I decided to return to Texas and I taught at
120 Bill Brown Elementary School.

121

122 **Calum McIninch** [00:04:36] Mhmmm.

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124 **Therese Abib** [00:04:37] It was a public school in Comal County and I taught there one
125 year and I taught first grade and it was self-contained. Umm, after that, I had, uhh, met my
126 soon to be husband, and so even though I was only at that school for one year, I moved to
127 do the marriage.

128

129 **Calum McIninch** [00:05:01] Mhmm.

130

131 **Therese Abib** [00:05:01] And I taught at, um, Gladis Elementary School in The
132 Woodlands, which is a, um, a public school. And I taught first grade there. And then I
133 taught second grade. When I taught first grade, I was on a year-round schedule. So that
134 was different and interesting. And then they stopped they changed that. They didn't do that
135 anymore and umm. Just the dynamics are changed, so I moved up into the second grade
136 and, and, then after that, at the end of that year, umm, I was expecting, um, my first child.
137 So, I ended up staying home for about 14 years.

138

139 **Calum McIninch** [00:05:47] OK.

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141 **Therese Abib** [00:05:47] And just being an at home mom and, ughh, during that time. My
142 umm my family so have four children.

143

144 **Calum McIninch** [00:06:00] Mhmm.

145

146 **Therese Abib** [00:06:01] And we moved to Brazil, umm with my husband's job and we
147 lived there for three years. And then when we returned back to the United States, I started
148 substituting at St. Anthony of Padua Catholic School. And shortly after that, I was umm
149 asked by the principal to interview for a second-grade teaching position. Because that
150 teacher was um leaving because she was expecting twins, so um I always wanted to
151 teach in a Catholic school, was like my, "Oh when I grow up, I want to teach in a Catholic
152 school". And so, kind of neat a reality you know coming true. And the blessing of it was
153 that when I umm I interviewed and accepted the position and when I came to teach that
154 year ugh my oldest was an eighth-grade student at the school. The next one was a fourth-
155 grade student. And then my youngest are twins and they were both in first grade. So, the
156 five of us went to school every day, hehe, together and we had first day of school pictures

157 and last school pictures was it was a really great experience and I have been here ever
158 since. I have taught full time second grade. And then I went part time for um a few years
159 and worked in the religion department because I had so much to keep up with, with one in
160 high school and the other three, you know, still in elementary school and my husband
161 traveled a lot for business. So, this is probably the sixth year, kind of lost track back in
162 second grade, full time.

163
164 **Calum McIninch** [00:07:48] OK.

165
166 **Therese Abib** [00:07:48] And umm. So, there you go. That's my history.

167
168 **Calum McIninch** [00:07:52] Perfect, and could you if you could give like ugh a rough
169 estimate or exact if you're sure of how many years you've been teaching, like overall, even
170 though you had the break, you would say.

171
172 **Therese Abib** [00:08:01] Oh, I think this is actually my 20th year.

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174 **Calum McIninch** [00:08:03] 20th year.

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176 **Therese Abib** [00:08:04] So kind of scary to think if I taught those other 14 that I'd be in
177 my 34th year of teaching.

178
179 **Calum McIninch** [00:08:10] That's wild. Yeah. So, congratulations on 20.

180
181 **Therese Abib** [00:08:13] Thank you.

182
183 **Calum McIninch** [00:08:13] It's a wonderful achievement. Umm and why did you decide to
184 originally you wanted to pursue the profession of education.

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186 **Therese Abib** [00:08:21] Oh to begin with?

187
188 **Calum McIninch** [00:08:22] Yeah.

189
190 **Therese Abib** [00:08:25] Ummm well I guess just I guess it was just on my heart all the
191 time, I come from a family, a long line of teachers, my grandmother, ugh my mom's
192 mother, so that grandmother was a teacher and my mother was a teacher.

193
194 **Calum McIninch** [00:08:41] And it's just something that, you know, sometimes you hear
195 you know priests talk about their vocation and sometimes they don't even know when it hit
196 because it was always a part of who they thought they would be. So, you know, other than
197 thinking that I would become a wife and a mother, I thought I'm just going to be a teacher.
198 And I taught a lot of CCD or faith formation classes even when I was in college. I was
199 always involved in that way. And as the oldest of five children, I that's probably how I grew
200 up too just always helping the little ones. That's what we call them. They tease me about
201 that now. They don't like to be called little ones.

202
203 **Calum McIninch** [00:09:24] Hahaha. What college did you attend?

204
205 **Therese Abib** [00:09:25] I went to Kansas State University.

206
207 **Calum McIninch** [00:09:28] Kansas State OK, KSU. Yes, very familiar mmhmm.

208

209 **Therese Abib** [00:09:31] The Wildcats.

210

211 **Calum McIninch** [00:09:31] Mhmmm.

212

213 **Calum McIninch** [00:09:33] And ummm since why did you, ohh what made you choose to
214 work in a Catholic school? Was it the opportunities you said it was a, a dream of yours.

215

216 **Therese Abib** [00:09:44] A dream of mine because I went to Catholic school when I was
217 younger. I went to public school and oh, gosh, I think first through sixth grade, that school
218 is just a block away from our house. And, and, then after that, instead of going to a junior
219 high, my parents sent me to a Catholic school that was I still ride my bike, I think it was 15
220 blocks away. And then after that, we actually moved from we were living in Topeka. And
221 so, we moved from Topeka to Hays. And then I went to a four-year girls Catholic high
222 school there, Marian High School. And so Catholic education had always been a really
223 important part of my life. And when I graduated from college, I. I guess I don't know why I
224 didn't right away look into the opportunity to teach in a Catholic school, I think I just
225 followed the route of you know other public schools, were coming to the university to
226 interview for jobs, and I did that. But I was also very involved with the Newman Center at
227 Kansas State University. So, it wasn't like, I never dropped out of my faith. I mean, it's kind
228 of strange. I know I've heard people say, you know, they took a hiatus from being Catholic
229 and I never did that. But I, I went where the opportunity, you know, took me, which was to
230 Amarillo, Texas, to a public school. And I have to say that I think that experience of
231 teaching in the public schools those years and also the experience of, you know, living in
232 Rio de Janeiro, Brazil, and living abroad, my children went to the, the, umm British school
233 when we lived there. I think those experiences have helped for me to be where I'm at
234 today. I think the vocation to be a Catholic school teacher just was something that grew
235 and grew and grew. And then, it became a reality, it was always a dream, but it became a
236 reality when my own children you know attended a Catholic school, and so I just
237 continued. It's like God kept passing it, kept walking Catholic school teacher past my door,
238 my door of life. And then I had and then I just it was an opportunity and, and, I had an
239 invitation from the principal to apply.

240

241 **Calum McIninch** [00:12:13] Mhmmm.

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243 **Therese Abib** [00:12:14] And ummm I have a teacher friend who was in on that. And she
244 said, I hope, you know, that wasn't an interview. That was just a conversation. Haha, and it
245 umm it made me realize I like not to take that for granted you know, that umm my faith and
246 my involvement must have and God brought me to the point where I had that opportunity.

247

248 **Calum McIninch** [00:12:39] Mhmm.

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250 **Therese Abib** [00:12:39] So it was a gift.

251

252 **Calum McIninch** [00:12:42] And what does this Catholic education mean to you
253 personally?

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255 **Therese Abib** [00:12:47] My Catholic education or to be involved?

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257 **Calum McIninch** [00:12:49] I would say both. You can start with yours and how it feels to
258 be involved after going through years of Catholic education.

259

260 **Therese Abib** [00:12:58] Well, you know, I grew up in Kansas where I think I thought
261 everybody was Catholic, honestly, because both sides of my family are cradle Catholics,
262 my dad's family and my mom's family and very Catholic. The Catholic that umm not just
263 Christmas and Easter Catholic, but umm. Our whole life centered around it, and I
264 remember you know our first communions, we had home masses and, and, so umm. It
265 was and my parents were friends with priests who came, you know, to the house to visit
266 and, and, umm. So, I would just was surrounded by it and it was a surprise to me one day
267 when I found out that not everybody's Catholic.
268

269 **Therese Abib** [00:13:48] And when I lived in Amarillo, there aren't as many Catholics as
270 there are other denominations, you know, Baptists, Methodists and all that. And that was
271 exciting. And eye opening, because I learned there were other people out there and that
272 we still had the same core beliefs, you know, and they could see things kind of in a
273 different way than I could. And I could learn from that. And it helped me to embrace my
274 Catholicism and, and, respect what their religion was. But. I understand mine more, and I
275 don't know when I when you ask me this and I reflect and looked back, look back, I think I
276 see that God was always working to have me in this environment, even though it's
277 changed over the course of years. I when I worked at Sleepy Hollow in Amarillo, one of my
278 teaching partners, her husband was Catholic and they've been married for a while and she
279 decided to become Catholic. And so, she asked me to be her confirmation sponsor.
280

281 **Therese Abib** [00:15:01] And, you know, when I look back on that today and think about
282 it, I think, wow, my you know, something must have been showing my faith, must have
283 been showing for her to think, to ask me. So, but it was God that brought us together, you
284 know, it wasn't something I like went after and, and, then just. I don't know.
285

286 **Therese Abib** [00:15:25] I'm definitely a Catholic from the cradle up, everything centered
287 around in our family.
288

289 **Therese Abib** [00:15:32] Both sides, celebrations, weddings and, and, funerals and, you
290 know, and family reunions that included a mass and all of all of that. Umm and then when,
291 when I met my husband to be, he was Catholic, but kind of a not, I don't know if I want to
292 say fallen away, but he hadn't been practicing and umm he had told me that one of the
293 things that he loved the most was that I you know, I was a Catholic inside and out, and he
294 admired my faith.
295

296 **Therese Abib** [00:16:15] So it, it was easy to say, hey, my dream is. I'd like our kids to get
297 a Catholic education. And gosh, someday if I ever go back to work, I got something on my
298 screen, someday if I ever go back to teaching.
299

300 **Therese Abib** [00:16:34] I'd really like to teach in a Catholic school, and the only big
301 mountain that was in my way, it seemed at the time, was that I would have to get a whole
302 other certification. So, I have, I would have to get a catechist certification. And I thought,
303 oh, my gosh, I don't know if I can be a mom and teach and go back to school and do that.
304 You know and here I sit today, having earned that three years ago, thinking, wow, that,
305 that was pretty cool. That wasn't so hard at all. And I actually learned a lot. And umm I'm
306 up to recertify again this year for that, but. You know, and being here, landing in second
307 grade, that's all so perfect because it's the only year in our school, which is pre-K three
308 through grade eight, that students receive the sacrament and actually two so the
309 sacrament of reconciliation and first holy communion. And how perfect that this is the
310 grade that I teach. And if you ask any student I've had you know in the last ten years,
311 what's Mrs. Abib's favorite thing to teach? And they'll tell you, oh, it's religion, we do

312 religion and everything. And our archdiocese is very focused on teaching. You know,
313 having a Catholic identity across all of areas, you know, everything from math to reading to
314 science to social studies to everything, and I don't know, it would be very difficult if I went
315 back to the public school because, umm oh, there, there was a saying when I was a kid,
316 you can take the girl out of Kansas, but you can't take Kansas out of the girl. And so, I find
317 that to be true as far as a Catholic teacher, that you could take me out of a Catholic
318 school, but you can't take the Catholic out of me. So, that if I went to teach in a public
319 school, I probably would struggle with not connecting everything together with, with our
320 Catholic identity.

321
322 **Therese Abib** [00:18:37] I'd have to really think about it and separate myself. And I can't
323 imagine doing that. So, and I'm not that far from retirement. So, that's not the plan. I mean,
324 of course, I'll go with God's plan, but my plan is to stay put and, umm, really I don't know,
325 just embrace every gift God has in my path, and I know you may have more questions, but
326 something that comes to mind with to, to, put that together with me being a school teacher
327 in a Catholic school in a second grade. I really do believe that, God puts you where you
328 need to be as long as you are willing to say thy will be done right and for both you and the
329 other people that are in your life. And this year is definitely, definitely, that year. Might get
330 a little emotional in a second, but umm.

331
332 **Therese Abib** [00:19:35] Let's see, it's not even the end of October yet, but on October,
333 I've got to look at it, Saturday, October the third, one, the little boys in my classroom lost
334 his dad in a motorcycle accident.

335
336 **Therese Abib** [00:19:49] And he came to school that Monday because he needed to have
337 normal in his life. So, he was at school through that Wednesday, they didn't have his dad's
338 funeral until the following week, but the reason they didn't send him to school on that
339 Thursday and Friday is because that Wednesday, which was October the 7th, a little girl in
340 my class lost her dad. He died of a heart attack. So, it's really hard to grieve with a class of
341 24 children who wonder if their dad or their mom is going to be next or you Mrs. Abib, you
342 know, don't get in a car accident on the way home. So, I can't imagine. Loving and
343 teaching in a place that I can't share my faith. And say that it's a mystery, it's all a mystery,
344 but we have to carry the cross that, that God gives us and it's a cross to, to, walk along
345 these two students who feel the loss of their father and it was both sudden, both of the
346 deaths were sudden and unexpected, within four days of each other and. I'm just so
347 grateful that umm I'm part of that experience. I mean, I wish, of course, that their dads
348 wouldn't have passed.

349
350 **Therese Abib** [00:21:30] But that's not my, not my plan. And I have to not spend a lot of
351 time questioning God. I just need to, you know, help them. And myself move through the
352 stages of grief and know that. There's a reason for all of it, and I think one of the biggest
353 compliments that or the things that have like I don't know, really touched my heart the
354 most, maybe umm was uhh having my principal and then also the principal of the, the,
355 Catholic high school where my children go. This having them say it's no coincidence that
356 you are their teacher. And so, it makes me feel like, oh, wow, you know, it must be a great
357 witness of faith. To, to, be here in this place, and it makes me feel very willing to say to
358 God, OK, you know, and I know that there's not anything that I can't do with His help or His
359 guidance or His providential care or, you know, all of that and, I guess, you know, when I
360 was younger, I might think something like this would kind of shake me up and I'm
361 surprisingly umm calm because that faith is just embedded in everything we do and with
362 the with COVID and with uhh distance learning, the last quarter of last year the thing I
363 missed the most was prayer, the community prayer. Of course, I had prayer in my

364 personal life. But the announcements when you begin in the morning and you hear
365 Scripture and the Angelus at noon and the grace before snack and before lunch and the
366 prayer at the end of the day and all of the things that we do that umm link us to, to, God
367 and, and, recognizing those things, like uh there's a book called *The Invisible String* that
368 we read to, the, that I read to the kids that talked about you have an invisible string with
369 people that you love, even though you can't physically be with them.

370
371 **Therese Abib** [00:23:59] And so it was just to try to help the kids to understand. The
372 relationship where their dads were.

373
374 **Therese Abib** [00:24:09] And for the other kids in the classroom to kind of like imagine an
375 invisible string, and then we were talking about it and October happens to be the month of
376 the rosary. All of a sudden and praying the rosary with them one day, I was like, oh my
377 goodness, I never connected it before. The rosary is actually our invisible string with Mary,
378 you know? And so, I think that just being like in this place.

379
380 **Therese Abib** [00:24:40] Helps my faith grow and grow and also, I'm asked to do is
381 witness that.

382
383 **Therese Abib** [00:24:47] And when you witness it, then, you know, you're planting the
384 seeds in others, and that's a beautiful thing, you know, to be a gardener of God's garden in
385 His garden, all the little flowers that my name, I can't help but I have to talk about Saint
386 Theresa and how she talked about all the flowers in the garden, in the garden. They can't
387 all be roses. They have to they're different like we are and that's what makes it so
388 beautiful. So,

389
390 **Calum McIninch** [00:25:17] That's a wonderful way to I really like. Yeah. Describing our
391 Catholic education. I thank you for this story as well.

392
393 **Therese Abib** [00:25:25] You're welcome.

394
395 **Calum McIninch** [00:25:25] And so I just and I just want to dove a little bit more into just
396 your classroom setting. If we can just have those amenities that the school provides. And
397 just a little bit more about like your class, if that's OK.

398
399 **Therese Abib** [00:25:37] OK, sure. And I'm actually in my classroom at this point.

400
401 **Calum McIninch** [00:25:40] Oh, perfect.

402
403 **Therese Abib** [00:25:40] You know, you wanted me to umm walk around and show you
404 anything.

405
406 **Calum McIninch** [00:25:46] I think I think we're OK. It's just if you could just describe it's
407 not so much as the classroom as much as. It I'll talk a little bit about ask you a little bit
408 about your instructional strategies, but first I'll go into just the facilities, amenities of your
409 school. What do you say that like how would you describe them?

410
411 **Therese Abib** [00:26:08] I can describe this as what I describe this, I would describe it
412 probably like Disney World, you know, Disney World focuses, I guess, on a Mickey Mouse,
413 right?

414
415 **Calum McIninch** [00:26:23] Mhmm.

416

417 **Therese Abib** [00:26:25] Uhhh. And I would say that this is like our focus is totally on God
418 and his kingdom and everything for his glory.

419

420 **Calum McIninch** [00:26:34] Mhmmm.

421

422 **Therese Abib** [00:26:34] And so, you know, our campus is spacious and it's clean and it's
423 I've watched it grow. Our family was a founding member of the parish. Umm I think I have
424 the best classroom in the whole school, by the way, because it's umm out my windows is
425 the Mary Garden with roses. So, I always tell the kids in here, you know, I got the best
426 seat in the whole school because we have the Mary Garden outside our, our window.

427

428 **Calum McIninch** [00:27:05] Mhmmm.

429

430 **Therese Abib** [00:27:05] And umm. We can see it when it rains and when it's windy, we
431 can hear other children outside playing and we don't get really distracted by that because
432 it just becomes a part of the hum of the daily stuff that we do umm.

433

434 **Calum McIninch** [00:27:21] For like so all the students, they stay in one class room, right?
435 And do they have, like, electives and stuff they would like go to?

436

437 **Therese Abib** [00:27:27] They would like, it's a little different with COVID-19. So right now,
438 I have a class of 24 children. 22 are here in class in person. And I have two students that
439 are remote and they join me every day, umm through Google Meet and I have a student in
440 a class. I had four remote, to begin with the first quarter. And then after the first quarter,
441 two came back and then I still have two at home. And the reason they're at home is
442 because umm one of their parents, each of them have a parent who has umm a serious
443 health condition so that they know they're doing this to protect a parent.

444

445 **Calum McIninch** [00:28:08] Yeah.

446

447 **Therese Abib** [00:28:10] But they are really present with us. I have a student in the
448 classroom who helps me with umm the Chromebook. So, typically it's on my desk and I'm
449 up close and personal with the people at home. But sometimes I'm working on the board
450 and I'll hand off my Chromebook to another student who can then, you know, kind of be
451 there one on one contact and then they can show them, you know, hey, this is the paper
452 we're working on or. . .

453

454 **Calum McIninch** [00:28:35] That's really good. Yeah.

455

456 **Therese Abib** [00:28:37] Yeah. And so it's and I have a really good relationship with those
457 kids that are at home and their parents.

458

459 **Calum McIninch** [00:28:42] Mhmm.

460

461 **Therese Abib** [00:28:42] And they sent me work and I scan things and send it to them.
462 And it is a little bit more work. But I think it's the it's a way to. You know include those who
463 can't be here, we can't exclude them.

464

465 **Calum McIninch** [00:28:58] Mhmm.

466

467 **Therese Abib** [00:28:58] We have to be considerate of what it is that they need and we all
468 grow from, from, just being flexible and changing a little bit. But typically, we would they
469 would leave the classroom to go to electives, which umm the auxiliary classes, which they
470 have P.E. art, music, keyboarding World Languages Library. I don't know if I'm missing
471 anything. Art, music, PE, World Languages, Library, keyboarding. That's about it.
472

473 **Calum McIninch** [00:29:25] Right. And the school has like adequate. So they have
474 obviously I mean, I went to the school, too, but if you.
475

476 **Therese Abib** [00:29:30] Right. We definitely. Right. They have space and they have you
477 know, we definitely have it up in the computer lab. We have a computer per student and
478 we have musical instruments. We put on music programs. We have a large gym that kids
479 can use for P.E. We have a beautiful library and world languages. I think they learn French
480 and Chinese and Spanish.
481

482 **Calum McIninch** [00:29:58] Wow.
483

484 **Therese Abib** [00:29:58] And but typically they would go out of the room. I have a really
485 nice planning period. It's usually about an hour and a half a day. And while I have my
486 planning period and conference time and meeting time, they are in auxiliary classes. But
487 this year I leave the classroom and the auxiliary teachers come to them because we're
488 keeping kids in their home group. And even when we go outside to recess, we have a
489 designated area to play. We eat lunch inside the classrooms umm and snack. They, they,
490 really don't leave the classroom unless they have to go to the restroom or we're at recess.
491 And each student that typically I would have students in groups before, but they're all
492 spaced out like old fashioned style. You know, everybody's a good three to four feet from
493 the next person and they have umm, shields, so it's a three sided shield that they put on
494 their desk umm so that when they take their masks off to have a snack or lunch, you know,
495 it's just an extra layer of protection. And I clean often. I probably alcohol, sanitize their
496 desks four times a day and they wash hands at least four times a day and sanitize any
497 time they come in and out. So that's kind of what it and I have to say that because.
498

499 **Calum McIninch** [00:31:20] Mhmm.
500

501 **Therese Abib** [00:31:21] It's so different than what it normally is, a classroom in 2020
502 looks very different than in 2019.
503

504 **Calum McIninch** [00:31:27] Mhmm.
505

506 **Therese Abib** [00:31:27] Just because of COVID. It's, we've kind of turned back the clock.
507 It's way more structured. But that said umm, there are some positives to that, you know.
508

509 **Calum McIninch** [00:31:40] Mhmmm.
510

511 **Therese Abib** [00:31:40] So and in my classroom, in every classroom in this school, umm
512 we have a prayer center area. So, you know, I'll have the liturgical calendar and, and, the
513 picture of the pope and rosaries and in a container for umm prayers and I don't know, and
514 just like if you walked in my classroom, you would automatically know it was a Catholic
515 school classroom just because of what's up on the walls.
516

517 **Calum McIninch** [00:32:13] Right. I can see from behind.
518

519 **Therese Abib** [00:32:15] While yeah. This is behind my desk, this is my little collection of.
520
521 **Calum McIninch** [00:32:22] Mhmmm.
522
523 **Therese Abib** [00:32:22] Everything that actually, I have a favorite thing to show you.
524
525 **Calum McIninch** [00:32:24] Well, perfect.
526
527 **Therese Abib** [00:32:24] I tell you this.
528
529 **Calum McIninch** [00:32:27] Mhmm.
530
531 **Therese Abib** [00:32:27] This is from Hannah.
532
533 **Calum McIninch** [00:32:29] Mhmm.
534
535 **Therese Abib** [00:32:29] She was a, right now she's in sixth grade. So, she was a student
536 I had back in second grade and she says, "Dear Mrs.Abib, but I was paying really close
537 attention to Mass today. And every time he talked about us being a saint, I would
538 remember how you told us we were All Saints with a little s."
539
540 **Calum McIninch** [00:32:46] Mhmmm.
541
542 **Therese Abib** [00:32:46]" Love. Hannah, you were my favorite teacher. Wink, wink, don't
543 tell."
544
545 **Calum McIninch** [00:32:51] Hahaha. Wonderful. Mhmmm.
546
547 **Calum McIninch** [00:32:54] And going off of Hannah's comment, do you have like a
548 favorite memory from teaching? Is that one of them or something that jumps out to you?
549
550 **Therese Abib** [00:33:02] I'm going to say that's, that's one of them. They all center around
551 umm little notes from kids. Umm, I don't know, I think.
552
553 **Therese Abib** [00:33:16] Sometimes I think God gives us memories when we get older
554 that don't work so well so that we can live in the present because it's hard.
555
556 **Therese Abib** [00:33:24] Like if I looked if I lived every day in the past and remembered all
557 those things, I might not have enough brain space for what's happening today. Umm. But
558 every once in a while, the elevator gets to come from the bottom to the top. And I
559 remember something. So yesterday was my nephew's 30th birthday and I sent him a text
560 and wished him a happy birthday. And I told him I remember when I turned 30 and it was a
561 really great memory because when I turned 30, I was teaching um first grade in Amarillo
562 and I had extra morning duties so that the kids that came early to school, they've come to
563 the cafeteria and stayed with me until the bell rang. So, one of the little boys in my
564 classroom walked in the back of the cafeteria and it was the end of the year and um his
565 name was David, and he had this beautiful long red rose. And I didn't even realize then
566 that roses were so important with Saint Theresa. So, my faith has grown and that I've
567 learned more about my namesake. And I remember that I was playing a movie, *Beauty*
568 *and the Beast*. Hahaha. That was the sweetest thing that he walked in with the rose and I
569 had a feeling that it was for me like, oh, he brought me a rose. How sweet is that? And so,

570 then a little bit later, when the kids when we all went to the classroom, every student that
571 came in brought me a red rose.

572

573 **Calum McIninch** [00:34:46] Wow!

574

575 **Therese Abib** [00:34:46] And then the whole room ended up bringing me the remainder
576 because I think I had 22 children. So, she brought me the other eight roses and I was
577 given 30 red roses on my 30th birthday that was in a public school. And I'm feeling.

578

579 **Calum McIninch** [00:35:00] So sweet.

580

581 **Therese Abib** [00:35:01] I can't, I mean, I have, I think one memory, I have from here.
582 That is really special is, um, about four years ago in, in second grade, and I have these
583 good deed seeds and they look like they look like . . . this is my good deed jar.

584

585 **Calum McIninch** [00:35:23] Oh, nice.

586

587 **Therese Abib** [00:35:24] And so whenever somebody or a group does something
588 wonderful, I'll compliment them. And I always try to find something that ties in with the
589 fruits of the spirit. It's like kindness and love and patience. So. you were extra kind to your
590 friend. And so, I'll put in a good deed seed. And then when the jar is full, I put in flowers
591 and that tells them that we get a class reward. So, I was doing this good deed thing and it
592 was probably the third week of school. And this little girl, Marianna, came in and in her
593 hand, she had a little good deed, but hers was, hers was, yellow and she said, "I have one
594 of those good deed seeds, Mrs. Abib. Mine's not blue, but it's yellow and look, I remember
595 that it has, like it looks like a Holy Spirit symbol in there" because it was like a little white,
596 like the wing type thing. And she said, "I don't know where I got it. But I want you to have
597 it. I want you to have this special thing." And I was speechless because I was the one who
598 had given it to her when she was in pre-K four. So, three years before I had done a
599 presentation on how I was able to visit this orphanage in Mozambique on a trip and I was
600 just taken away with ummm, the mass that was being said. It was an orphanage and some
601 of the kids were disabled and, and, it was where people would, they would just drop their
602 children over the wall or leave them in fields, and then they would end up at this
603 orphanage. And so I visited it and took pictures of the kids and got permission to use it to
604 bring it back to St. Anthony and do a presentation for the school, just to say that you never
605 know when you have the opportunity to. Because I met the priest on a plane who then told
606 me that's what he did and, and, I was I was there. Um My husband was working in the
607 country at that time. And so, he asked us to come to the orphanage to visit. And so, we
608 did. So that's why I had that opportunity. So, when I came back to St. Anthony, I put a little
609 presentation together with, you know, a slide show and I talked to the kids here about, you
610 know, giving their prayers and, and, all that to children like that. I had met that use as
611 prayers. And, and, so when I did that talk, I had the idea to give everybody that every
612 student that was there, their own little seed, because you never know when you get the
613 chance to plant a seed for someone else, for their faith to grow. So, the seed that she
614 brought me was one that I had given her three years before. And I had no idea that a child
615 would keep it that long and then bring it back to me. So, it kind of gave me the feeling that
616 God was telling me I was right where he wanted me to be to, to, see that something I had
617 tossed out came back. And um so that's a favorite memory I would have to say all those
618 God moments.

619

620 **Calum McIninch** [00:38:46] Awesome! That's a wonderful memory there. Don't jump to
621 the next one. Question. So, um this will be some of this we may shift to something more

622 um, not necessarily political, but generally shifting away to a more broad setting. So, do
623 you have any thoughts on the increased privatization of schools? That doesn't have you
624 noticed that at all, does that mean anything to you, have anything to comment on it?
625

626 **Therese Abib** [00:39:11] No, not really, because, um, well, I have to be honest and say
627 I'm not exactly what that term means and how you're asking me.
628

629 **Calum McIninch** [00:39:22] Ok.
630

631 **Therese Abib** [00:39:22] But I don't I would say that this school is our focus is on, on,
632 growing the soul and the academic is, is, totally a piece of it that. Academics is important.
633 You need to know your faith.
634

635 **Calum McIninch** [00:39:38] Mhmm.
636

637 **Therese Abib** [00:39:39] Like you need to know about the saints you need to know about.
638 To be able to defend your faith and to understand it instead of just blindly believe.
639

640 **Calum McIninch** [00:39:48] Mhmm.
641

642 **Therese Abib** [00:39:48] But I think people again and again, I hear parents say that they
643 choose for their children to come here because of their Catholic faith and not because it's
644 a great school academically.
645

646 **Calum McIninch** [00:40:01] Right. Thank you. I think that yeah answers my question on
647 just privatization, because, I mean, a lot of the thing I was asking is there seems to be a
648 trend of more privatization and faith is one of the big reasons but I think you answered
649 question for sure.
650

651 **Therese Abib** [00:40:17] Sure.
652

653 **Calum McIninch** [00:40:17] Alright and then, um what has been the greatest challenge in
654 teaching elementary education that you're faced with?
655

656 **Therese Abib** [00:40:28] You know, I would say. I know there's a couple of challenges,
657 one of the one challenge is that uhhh. Life is different now than it was even 34 years ago
658 when I first started teaching, and I think that technology is a really, really wonderful thing,
659 but I also think that it can get in the way of some things that we need to do, I think that and
660 I'm to blame as well. I think we're a very instant society. We want what we want, what we
661 want. And we want it now. And we can easily get online and order it. Or we can, you know,
662 call or email and get something fixed or taken care of and there's a lot of noise that comes
663 along with technology, um not just the automatic noise you would think of, but there's not
664 as much time for people to reflect and have quiet moments because there's always the
665 noise of what technology brings us, whether it's movies or the news or emails or. Things
666 that we shouldn't know about and.
667

668 **Therese Abib** [00:41:49] You know, so and so kids, I think, sometimes don't have as
669 much resilience or grit because um and I know everything is either handed to them or it
670 comes so easy and I just and I think this generation, their parents, you know, their parents
671 were born when cell phones already existed. So, their parents are in a generation that had
672 technology as well and I do think technology is a wonderful thing, but now it's like a good
673 glass of wine. Have one good glass of wine, not three bottles. Right?

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Calum McIninch [00:42:28] Mhmm.

Therese Abib [00:42:28] So um you know, I think that's a challenge because you have to find a good balance, and that's where it is. Like, I do my lesson plans online and we send report cards home online and we communicate with parents versus with email instead of handwritten notes. I mean, you have to be wary in the present where you're at. Right. But you, um just the balance of that, and I think then that brings about the wide gap in ability to in children's ability. So, second grade level, I have some students in here who are reading at like a first beginning of the year, first grade level all the way up to beyond fifth grade. So that's a wide gap. And I think um. Part of that is from some kids are able to learn and grow more because of things we can get via technology. Right. And, and, because of opportunities they have in their own family. And then some don't have that, even though everyone here is able to, for the most part, pay tuition. And I always tell these kids, you know, you're so blessed. You, you have a meal tonight and you don't have to think about, do I have something to eat and you have clean clothing and you have a bed, you're going to sleep in and you know, just even the basic needs that some people do not have and then I share. I also have been on a mission to Honduras and was a photographer and blog person on that. So, I'm able to share a personal experience with them. So, they don't think I'm just talking about something out there that I can't personally witness to. So, um so that that's a challenge. I think sometimes, like today has been a parent teacher conference day with parents.

Calum McIninch [00:44:30] Mhmm.

Therese Abib [00:44:30] And sometimes in conversations with parents, they have an ah ha moment of something they didn't know about their faith.

Therese Abib [00:44:38] That, you know, I'm not in a place where I can um, judge or anything like that, but I'm in a place where I can share. The important tenets of the Catholic Church.

Calum McIninch [00:44:51] Mhmm.

Therese Abib [00:44:51] So I might get a question, I don't even know what the Catholic Church thinks about X, and I clearly know. So, I'm being called to share that in a kind, loving way. Oh, the Catholic Church thinks this. And here's where you can find out more about it or we can talk about it again. And like not a judging way, but in a very open conversation type of way, so those like that, it happened today, I had a conversation with a parent who, who was like, well, I didn't, I don't even know what the Catholic Church thinks about this. And I said, well, actually, and I had to be really careful about how I shared that information, because I don't, I don't want that person to feel judged or to fall away. I just want to be able to, to, answer the question and be a good resource and above all, be like well, how would Mary answer her question? Right? How would Jesus answer that question and who did you keep company with me and you know. Pope Francis says we should smell like the sheep, so, yeah, we should, and, and, that doesn't mean we need to be a sheep haha, just it means to you know, be humble and try to see it from somebody else's point of view, and so it's challenging because someday I mean, someday you're just human and you don't you don't feel like, oh, having to search for those answers, you know that some of those are tough questions and you could either be inviting somebody into the church and witnessing and ministering or you could push them away, depending on where you went with that, you know, if that makes sense.

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Calum McIninch [00:46:49] You know going on that idea of like evangelization or just like walking that fine line. Do you, thoughts on the future, you would say, for Catholic education? So, the Catholic schools uh in general for the US, do you think they'll be more expensive maybe or something else? Take a different route or continue to function relatively the same?

Therese Abib [00:47:11] Wow, that's a really good question and, you know, it's really hard to tell. I think it depends. It just depends on where we go from here. COVID has brought some really wonderful changes to some people's life. I mean, most, most, of the time you hear about, oh, I just want it to be normal again and, and, I wish COVID would never have happened and all of that. But, I think you have to look at situations like that with an open eye, open heart, like, well, what, what, good take away can we take away from this? Right? So, for me, it was, you know, being in the house all the time with the kids while I'm trying to teach and with my own four kids and while they're trying to learn and staying home and making meals and things weren't as convenient. And, um, you know, just the challenge of figuring out how to live together and work together in a different way. And if, and I heard, and I would see, like if I'd go on a walk, I'd see more people walking than normally would, or riding their bikes and so, if we stop and we look at all those positives and we, and we go with that, then we can make some great changes. If we focus on, you know, the negatives, um then I don't think we go anywhere. I think it is challenging with um politically speaking, I guess all of all of the things that have really, especially in the last 20, 30 years, come to that floated to the top as far as um well, I'll be more than 30 years, I guess, as far as like birth control, as far as same sex marriages um, as far as just all of those things, that because when I was a kid, when I was in second grade, there wasn't anything, you know, in a newspaper or magazine that talked about this lady and her girlfriend or this man and his husband and like and now it's just like everywhere these days. It's nothing to take the kids to, to, know about that, and I I taught confirmation a few years ago here, and we did an activity, the lifeboat activity, and I don't know if you remember if you did that, but umm you had to, you were an identity of a person and then you, you, kind of had to share. Anyway, it was a long activity and what I found in that confirmation class of kids, all Catholic and many of them had gone to school here. There is only one out of 20 that thought umm marriage should only be between a man and a woman. I was like pow, like, wow, like I just felt like I just couldn't even wrap my brain around it.

Calum McIninch [00:50:29] Mhmm.

Therese Abib [00:50:29] And so the challenges well, do you walk away from that situation and go, wow, like I don't even know how to relate to you guys, or do you stay in the ministry and you figure out how um to be loving and welcoming and explain academically and theologically, all of that, the reasons that the church has its certain teachings? And so, it's anybody's guess where that's going to go in the future. I mean, I, I would hate to see us become more isolated where only the Catholics that believe A through Z go to school and we eliminated anybody else who had a name outside of that. Does that make sense? Like, like, we only just, we're just homogeneous and um I don't even know what word I'm supposed to use with that. But I would hate to see us just only be with the kind that we are and believe the way we believe and exclude everybody else because. I don't think that's a good thing. I think that um I think I'm a better person because I lived in a third, a third world country and because I could see, like the world was not just the Woodlands, Texas was not just Kansas on the plains that, you know, the world is so, we are like tiny, tiny bit of that in the world is so much more. And I think that I don't know you, you're more a part of

778 Christ's heart when you see that every single person he made was in an image of Himself.
779 Every single one is worth something wonderful. And so, I hope, that I hope it continues.
780 Catholic education, I hope it continues to embrace that. You know, that's, that said, I
781 probably would be a little stressed out if I had a child in my class who had gay parents like
782 how like I would need help, like with what I'm doing to, like, not make that child feel you
783 know, illegitimate or bad, right? Umm, so it's challenging. It's as welcoming in as I want to
784 be, I would need some more tools to help with that. I don't know. I don't know if that
785 answers the question.

786
787 **Calum McIninch** [00:53:18] I think so, because you offer like a change in the political
788 climate effects and how they could offer uh different challenges in Catholic education. I
789 think I think you answered it just fine.

790
791 **Therese Abib** [00:53:31] Well, and the thing I keep coming back to is that God never
792 changes.

793
794 **Calum McIninch** [00:53:34] Right.

795
796 **Therese Abib** [00:53:35] He always was. He is. And He always will be.

797
798 **Calum McIninch** [00:53:38] Mhmm.

799
800 **Therese Abib** [00:53:38] So regardless of what we do in Catholic education, if we
801 remember that.

802
803 **Calum McIninch** [00:53:44] Mhmmm.

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805 **Therese Abib** [00:53:44] And God is always in it.

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807 **Calum McIninch** [00:53:45] Mhmm.

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809 **Therese Abib** [00:53:46] Then we're going to be OK.

810
811 **Calum McIninch** [00:53:50] And then lastly, if you could give any future advice to
812 teachers, um judging by you're a Catholic teacher, I think if you could advice to Catholic
813 teachers in the future, if you have any short little advice to give.

814
815 **Therese Abib** [00:54:04] Oh gosh, you know, I think that umm taking, I think it's something
816 Matthew Kelly may have said, you have to look at the four different parts of your life. You
817 have a physical part and a, and a spiritual part, an emotional part and an intellectual part.
818 Did already say the physical, intellectual, spiritual and emotional? It's like four wheels on a
819 car and you need to have those in balance. Right. So, anybody coming into the teaching
820 profession, whether it's just in a public school or Catholic school. And I think it's easier to
821 do in a Catholic school personally, because you're surrounded by people who um
822 especially take a good look at the spiritual part um, is to nurture those things in yourself
823 and to look for signs that you're doing what God wants you to do because He's always
824 talking to you. And that, so you have to take care of yourself, you, you, practice, you have
825 spiritual practices that you do, whether it's going to spiritual direction, whether it's going to
826 adoration, whether it's um, you know, attending mass on days that aren't, you know, days
827 of obligation, um going to retreats, being uh to all of those things that help you grow your
828 soul, and while you're growing your soul, somebody else's soul is growing, too. It's like, it's
829 very complimentary. Um so I think anybody coming into the profession needs to pay

830 attention to those four things specifically, like their spiritual side, their emotional side umm
831 to, to, have balance and if they're out of balance, to have a friend that recommends
832 something they can do to get into balance. Maybe see a counselor, maybe it's a parent
833 that, that, helps that person. Um you know, and also uh intellectually, you need to learn, I
834 want to know not that long ago, but I used to think, gosh, if you're just spiritual and you just
835 know God loves you and you love him, that's just enough and then um I met a really
836 wonderful colleague who helped me understand why the academic side is so important
837 and I was just amazed by his knowledge and I could see how that was like what provided
838 the, the, roots for growth. You know, like if you don't have deep roots and you don't know
839 what you're rooted into, if you know you're kind of a flower like flowing out there without
840 roots. Right. So, I just I was amazed by what he knew and what he taught and what my
841 children learned. I was assistant religion coordinator while he was coordinator, and my
842 kids would come home and just, like, rattle off stuff and there they had such a love of the
843 knowledge of their faith and so it helped me realize that, that academic. So, I would say to
844 any teacher, stay current in your faith. Like, you know, um do what you can, take classes,
845 go to courses, go to talks just to be knowledgeable about it, and, and, then the physical
846 side too. You know, eat well, get enough sleep, get exercise. Um. Whether it's putting or
847 doing team sports, kicking around a soccer ball, I mean, God is just everywhere and He's
848 in everything. So, yeah, it's taking those four things and having balance and paying
849 attention to, I don't know to yourself, because when you are when you have those four
850 things in balance, then you can be a better um person in, in the Ministry of teaching and
851 evangelizing and being a missionary. You could do all those things when, when you have
852 balance. And, um, and we and we, you know, nobody's going to do that for us. We have to
853 advocate for ourselves. And I mean, other people will advocate for us, but it's OK to say,
854 well, I need to do these things because then that's self-love. And God loves us so much,
855 he wants us to see him like we're like a mirror thing, you know. And if we see that He loves
856 us, then we'll love ourselves. And if we really love ourselves, then we're the best we can
857 be for the other people in our lives, you know, to either write an example or just be a cross
858 carrier for them. So, I don't know that's my advice.

859

860 **Calum McIninch** [00:59:12] And that's great advice and that is my questions. So, thank
861 you so much for your a taking the time to talk to me. Tell me about your life story and uh
862 answer the questions, especially about um your faith. That's wonderful. And it really offers
863 a great um to be great for not only for the university to have that, but to see your
864 messages like always um there in the oral history repository will be great. I'm going to
865 transcribe this, so I'll take a look at the files and say a prayer with me, too. I'm sure they'll
866 be fine, but I'll have to go and update them to let you know if there's any. I don't think
867 there'll be an eraser, anything like that.

868

869 **Therese Abib** [00:59:50] OK.

870

871 **Calum McIninch** [00:59:51] But if you have any statements or redacted should take me
872 about a week.

873

874 **Therese Abib** [00:59:54] OK.

875

876 **Calum McIninch** [00:59:54] But I'll look over the audio files tonight or tomorrow morning
877 just to make sure they're all look clear and clean. OK.

878

879 **Calum McIninch** [01:00:00] On your part, you should have you speaking um at the
880 recorded part. So, um if you wanted to stop recording now, it would and it should save it
881 for you. And if, if there's any problem that I can always email you my file that I recorded too

882 and then from there. Yeah. If there's anything you want to retract, redact once I send the
883 transcript over to manually listen to it, type it out. So that'll take a bit. So that's why It'll take
884 me like a week or week and a half, but um I'm going to do what.

885
886 **Calum McIninch** [01:00:31] Sorry?

887
888 **Therese Abib** [01:00:31] How many interviews are you doing?

889
890 **Therese Abib** [01:00:34] It's just the one. That's why.

891
892 **Therese Abib** [01:00:37] And I got chosen?

893
894 **Calum McIninch** [01:00:37] Yes mhmm.

895
896 **Therese Abib** [01:00:38] I'm so honored. Oh my God.

897
898 **Calum McIninch** [01:00:40] Because I really wanted to interview a Catholic school
899 teacher and I always thought you like being with Christopher. I talk with him go, go, way
900 back and stuff and I always remember you being like so positive when I'd see you at
901 school and all that, even though I wasn't in your class. So.

902
903 **Therese Abib** [01:00:55] Yeah. I am honored by that. And actually, just having a copy of
904 this will be really nice for my children and grandchildren because there are probably some.
905 Well, I don't have grandchildren yet.

906
907 **Therese Abib** [01:01:07] Someday I'll have them. Hahah.

908
909 **Calum McIninch** [01:01:08] Yes, yes, yes.

910
911 **Therese Abib** [01:01:08] But um I think and even if I go back and listen to it you've helped
912 me remember some really good things.

913
914 **Calum McIninch** [01:01:18] Mhmm yeah.

915
916 **Therese Abib** [01:01:18] That I you know, I think I grew and just being able to just to talk
917 about it and share the memories that I had and clearly, they must be really important to me
918 because they floated up to the top pretty quickly.

919
920 **Calum McIninch** [01:01:31] Mhmm. God working right?

921
922 **Therese Abib** [01:01:32] I know, right. And I went all the way back to when I mean earlier
923 than 30, but definitely a memory at 30 all the way to 58 now so um with the present day
924 story. So, thank you Calum.

925
926 **Calum McIninch** [01:01:44] Yes.

927
928 **Therese Abib** [01:01:45] For asking me these good questions and I look forward to seeing
929 what you get.

930
931 **Calum McIninch** [01:01:53] And would it be best just uhh email you or can I, I'll text you
932 updates too, but I'll also email them to you just in case. So, we will figure everything out.

933

934 **Therese Abib** [01:02:01] Oh yeah sure yeah. However you need to do that. I'm good.

935

936 **Calum Mclninch** [01:02:03] OK, all right. Have a great uhh rest of your night and all that
937 and a great rest of the week and.

938

939 **Therese Abib** [01:02:07] Oh thank you. You too.

940

941 **Calum Mclninch** [01:02:09] I'll look over the files I'll send you an email on those tomorrow
942 when I start doing the transcribing.

943

944 **Therese Abib** [01:02:13] OK.

945

946 **Therese Abib** [01:02:13] Ok. All right. Take care.

947

948 **Calum Mclninch** [01:02:16] All right.

949

950 **Calum Mclninch** [01:02:16] Thanks. Bye.

951

952 **Therese Abib** [01:02:17] Bye.

953

954 **Calum Mclninch** [01:02:17] I am going to end it. All right.

955