

## Log

**Narrator:** Prof. John S. Grady **No. of CDs:** 2

**Interviewer:** Christopher Schwartz **No. of Tracks:** 3

**Dates:** April 3<sup>rd</sup>, 2007 at 6:00 PM; April 4<sup>th</sup>, 2007 at 4:30 PM

**Location:** The La Salle University Honors Program Center located in the basement of McShain Hall.

**Language:** English

**Topic:** An oral history of Prof. John S. Grady, Professor of Economics and Director of the Honors Program at La Salle University, Philadelphia, Pennsylvania. The purpose of this interview is to gather information regarding the character of Prof. Grady, and the organizational, philosophical, curricular, and cultural development of the Program during his directorship. Specifically, this interview deals in detail with the time period 1969 through 2007. During discussion, a heavy emphasis develops regarding the challenges faced by the Program and La Salle as the school evolves from a tiny, religious, vocational-liberal arts college, serving the working- and middle-class community of Olney, into a large, vocational-technical university with a far larger and more exclusively middle-class enrolment pool. Attention is given to Prof. Grady's formative years, his educational philosophy, and the origins of the Program before his directorship, as well as recent (as of 2007) organizational and curricular developments within the University, and the academic climate of the United States at the dawn of the 21<sup>st</sup> Century.

### Table of Contents

#### Session 1

##### CD 1, Track 1

- 0:00:00 Basic biography. Academic and professional information.
- 0:12:47 Start of the Honors Program. Start of Grady's directorship.
- 0:25:35 The Honors Program, 1969-present: philosophy and curriculum ("the Triple," required courses, electives, senior year project).

##### CD 1, Track 2

- 0:00:00 Philosophy and curriculum (continued). Concept of "diversification." The discontinuation of the Honors Colloquium.
- 0:09:07 21<sup>st</sup> Century academic culture: undergraduates.
- 0:22:24 The La Sallian Mission.

#### Session 2

##### CD 2, Track 1

- 0:00:00 The Honors Program vis-à-vis the University: afternoon "labs," and the Honors curriculum versus the Core curriculum.
- 0:05:45 The New Core: promises, problems, and history.
- 0:24:38 Tools for measuring alumni outcomes: practices, problems, and prospects.
- 0:37:45 21<sup>st</sup> Century academic culture (continued): alumni, teachers, and institutions.
- 0:53:00 Grady's directorship: definition, future, and legacy.

## Preface

To the future historian,

Due to the length of this interview (2:28:35), the recordings have been divided into three tracks, two on one compact disc, the final on the third. The first disc contains the initial interview and the second the follow-up, as well as the files for this index, my field notes, and the list of questions I prepared before my meeting with Grady. Time spans for the tracks are: 0:41:15, 0:33:12, and 1:17:08, respectively.

The file names for all the enclosed materials are prefixed “CS\_His650,” an abbreviation standing for my name and the graduate course for which I conducted this project. The file names for the three tracks are designated by their disc and sequence; hence, the first track of the interview is “CD1-1.” This is also the system I use within this index, i.e., “CD2-1 0:07:04” refers to the segment of the interview in which Grady mentions a survey of Honors Program alumni he conducted in 2002 and makes reference to later in the interview.

Topics of importance or interest, specifically, names of Honors alumni, ideas or events, curricular and directorship issues, etc., are *italicized*. Interviewer questions, the mechanics of the interview process, references to other parts of the interview, and clarifications are [bracketed]. The initials “CS” obviously refer to me, the interviewer. I have attempted to remove my personal voice from this index as much as possible. Nevertheless, there were still many incidents in which, due to the nature of this project being a dialogue, the presence of a second person could not or should not be avoided.

There is ample transcription of my questions and Grady’s responses. If you listen to the interview while reading this index, you may notice a significant “cleaning up” of my questions. That is because the whole point of this index is summarization. Yet, the quotes for Grady’s responses are given verbatim, but they, too, have been summarized, not by any fancy re-wording, but via the use of bracketed shortenings and the ellipsis. I have not made a transcript for this interview, so it would behoove the reader to listen the interview to hear precisely what was said.

There was some confusion with regards to the facts of the First Year Odyssey program of the New Core curriculum. I took the time to briefly speak with Dr. Marc Moreau, who was privy to the events that led to the reform of La Salle’s general population curriculum, in order to correct, clarify, and confirm certain things Grady and I discussed in this part of the interview [see: CD2-1 0:05:45]. This information is included within the index in the form of footnotes.

Tense and the restriction of the third person, particularly “he,” “him,” “himself” when referring to Grady, proved to be very challenging while writing this index. It is my understanding that the standard format for oral history interview indices is a stenographic style. However, there was a conversational fluidity to my interview with Grady that I had trouble capturing in this manner. I ask that you please forgive any lapses or convoluted sentences.

I pray that you find my project useful to whatever you are researching. You shall find herein data of many types, from the occasional hard factual or statistical tidbit to the name of a professor or student who might, by happy accident or fate, lead you down some fruitful path. I also hope you find Grady’s reflections on the state of affairs in American society and higher education as insightful as I found them. I pray that by the time you are reading this index or listening to the interview, things will have gotten better, that the future—your present—is not as dim as it seems to so many of us back here in 2007.

Sincerely,

Christopher Schwartz

## Index

<b>Time Stamp</b>	<b>Topic</b>
<u>CD 1, Track 1</u>	
0:00:00	[Opening announcement. Permission to record.]
0:00:30	Born in Olney area, September 26 <sup>th</sup> , 1937. Married, father of five children, all of whom are La Salle University alumni.
0:01:04	Graduated from Northeast Catholic High School, 1955; University of Notre Dame, Bachelor of Arts in Economics, year of graduation not given; University of Pennsylvania, Master of Arts in Economics, 1959-1961; completed Master's degree at Temple University, 1967.
0:01:27	Interested primarily in Economics, but also in Philosophy: "Matter matters." Dr. Joseph W. Evans, Philosophy professor at Notre Dame, deeply influenced his worldview: (a) "we should not be ashamed of our physicality"—considered a "heretical" notion in a Roman Catholic academic institution—and (b) "capitalism is dead."
0:04:14	Attraction to Economics originated in immigrant and working-class background of Irish parents: he was disturbed by their ignorance of the economic system at work in their lives. Believed enough study given to spirituality, more needed for worldly concerns: "It's important that someone should be looking out for Man's material side," especially for "the vast majority of people who couldn't afford tax accountants or tax lawyers." Friend calls him "nothing more than a Protestant metaphysician." However, did not dual major in Philosophy because of Notre Dame curricular restrictions.
0:06:00	No professional interests while a student. Current position at La Salle "the first job I ever had in my life." Chose teaching at the higher education level in order to (a) keep abreast of developments in his discipline without (b) undermining the objectivity of his findings via a conflict of interest, i.e., as experienced by corporate and political economists. Additionally, enjoyed academic life.
0:07:52	Invited to teach at La Salle as a lecturer to fill-in for a professor who was temporarily away. Interviewed and hired by Dr. Joseph F. Flubacher. Taught standard workload of five daytime courses, as well as evening and summer courses, with typical class size of over 40.
0:09:56	<i>Former student:</i> Vince Gallagher, author, "The High Cost of Low Prices."
0:10:20	<i>The Flubacher era of the Economics Department:</i> Larger department then as opposed to today, due to the subject having been part of the required curriculum for the Pre-Law major (no longer existent). Indicates that it may have also been part of college Core curriculum: 132 credits needed to

graduate, as opposed to 120 now; Philosophy and Religion have supplanted Economics.

- 0:11:34 Flubacher, bachelor, was chair; Casmir Cheslov, bachelor, second in seniority; Rick Garrison, from Fordham University; Joseph Mooney, University of Pennsylvania classmate; Felix Francis, Christian Brother; Grady himself and some adjuncts. Later, Drs. King, Duffy, and Cairo (recently deceased). Five-year period of rapid faculty expansion.
- 0:12:47 *The “prehistory” of the Honors Program:* Program started in 1962 by Bro. Daniel Burke, then Vice President for Academic Affairs (equivalent of Provost today).
- 0:13:15 *Former student:* Dr. James Butler, 1967, now Professor of English at La Salle. Alum of Program’s first or second class.
- 0:13:31 Not truly a Program, merely accelerated programs, i.e., foreign language in two semesters rather than four.
- 0:14:07 In 1965, after a stint with a Miami-based La Salle high school for the sons of Cuban refugees, Bro. Patrick Ellis, formerly of the English Department, is put in charge. Added some courses in philosophy, math, and history.
- 0:15:09 *The Sit-In of Spring 1969:* Students occupied College Hall to protest compulsory Reserve Officer Training Corps (ROTC) participation. At the time, college was all male, and the Viet Nam War was in full swing. Administrative offices were in College Hall, so the college was effectively shut down. Afterwards, Burke became President; Ellis became the Director of Development; Bro. Emery Mollenhauer, Dean of the Evening Division, promoted to Vice President of Academic Affairs; and Grady appointed Director of the Honors Program.
- 0:17:19 *Former Student:* The 1969 Honors class included the current La Salle President, Bro. Michael McGinniss, 1970.
- 0:17:36 Officially took over in July 1969. During that summer, interviewed the rising juniors and seniors to ascertain what they thought was good and what could be improved. One criticism stood out: “The Honors Program had become an adjunct of the English Department—that X percent of the courses were literature courses and X percent of the teachers were English teachers.”
- 0:18:46 First became active in the National Collegiate Honors Council: attended national meeting in New Orleans with Assistant Director, Bro. Claude Demetrius, Professor of Chemistry. “Wanted some sense of what was happening nationally with honors [programs]...”
- 0:19:07 Met with Dr. Helen North, chair of Classics Department at Swarthmore College. “She was a real scholar... She gave me a lot of ideas.”

- 0:19:25 *Begins restructuring the Program:* More than just a collection of courses, rebuilt according to a set of principles, a schedule with a definitive beginning, middle, and end, and a cross-disciplinary curriculum. Academic Affairs Committee approved his proposal in 1975: “It was essentially an alternative to the [college] Core... so that the students in the Honors Program, instead of taking all these courses in the Core, they substituted... the Honors requirements instead. It’s been that way... for the past 30 years.”
- 0:20:21 *Cites a specific influence: On the Scope and Nature of University Education* by John Henry Newman. In particular, “the purpose of undergraduate education as not being professional training—that’s why they have law schools and nursing schools and graduate schools—[but] it was really humanistic, and that’s why the Honors Program has always leaned very very heavily toward the humanities.”
- 0:21:06 Claims to be the longest serving Honors Program Director in the country. Asserts that directorships typically do not last more than four years, due to the fact that the workload requirements interfere with academic promotions. (Though he is listed as an associate professor, this occurred circa 1972, while still “very active” in the Economics discipline.)
- 0:23:22 *The reason he was chosen:* Claims not to know why he was chosen for the directorship. The reason may have lied with the Sit-In of 1969: he and Dr. Minna Weinstein, whom he asserts was La Salle’s first full-time female faculty member, served as “liaisons” with the protestors. His experience with winning elite scholarships may have also been a factor. Believed that the directorship would only be a “hiatus” in his academic career.
- 0:25:35 *The philosophy of the Program:* “[First,] the Neumann concept of the liberally educated person. Secondly... I didn’t believe that enough was being done in higher education for the academically and intellectually gifted student.” He argues that American colleges and universities support special individuals, athletes and members of ethnic minorities in particular, but rarely for the academically gifted. This was and remains the fundamental *raison d’etre* of his directorship.
- 0:27:10 The Program may have individuals who are of elite character, but it itself is not elitist. Honors students may still participate in the curriculum for the general population, but he claims that for the most part they are dissatisfied by what is offered there. Envisions the Program as a community and support group for the academically gifted.
- 0:28:42 *The structure of the Program’s curriculum:* [The freshman year “Triple” is three comprehensive, humanistic, and thematically integrated courses in English, Philosophy, and History over two semesters.] The Triple’s model originated from two sources: (a) University of Southern Maine and (b) University of Seattle. Out of 14 total Honors courses over four years, the Triple counts for six, including “labs” [which are field excursions to sites in the Philadelphia area related to a time period or theme being discussed

in the course]. Purpose of the Triple is to enrich and broaden the students' understanding of their Western heritage, and thus deeply ground them in their own culture. Essentially, it attempts to educate them in the historical contexts in which Western philosophy, literature, and science developed.

0:31:24

*The Triple faculty:* Purposefully selected for their variety of personalities, specialties, pedagogies, and philosophies, so as to expose the students to a multiplicity of information and worldviews.

0:32:12

*The Triple students:* Also purposefully selected, with the above goal [CD1-1 0:31:24] in mind, following a general rule of never allowing individuals from the same zip code to be in the same Triple.

0:32:21

*Course offerings after freshman year:* Two sets of courses: (a) two required courses in religion, that are non-specific with regards to doctrine and creed, and phenomenological or sociological in approach, i.e., "Religion is...?" with Dr. Gail Ramshaw, or Constitutional secularism in the United States; and (b) one required ethics course—"I don't want any La Salle Honors Program graduate associated with an Enron or maybe even an Iraq War, unless they know what they are doing, why they are getting into it." Four elective courses that are in-depth studies of particular historical periods, i.e., Arthurian England. The "capstone" course is a senior year project intended to prove the individual student's ability to maturely conduct research.

0:35:55

Claims that other schools have used La Salle Honors Program as a model. Cites Villanova University's current Honors Program director, who happens to be an alum of the La Salle Honors Program, as an example. "If I believe it should be good for us [La Salle], then it should be good for all of us [Americans]": an Honors Program creates better citizens, "better able to carry on a dialogue, better able to know what is sophistry..."

0:36:52

*The Honors Project, aka, "the capstone":* Does not judge for himself the validity or feasibility of a proposed project, due to a lack of acquaintance with the specific discipline. Consequently, he must rely upon the judgment of the teacher the student has selected as their supervisor. Gives example of his current student assistant, Sarah, who is sewing a dress that is also representative of specific historical periods. Gives second example of alum Margaret Walsh, a nurse stationed in Haiti and a ferocious baseball fan, who chose to enroll in La Salle because of an Honors course entitled, "Baseball and American culture."

0:41:15

[Track ends.]

CD 1, Track 2

0:00:00

[Margaret Walsh continued:] Her project was on the Phillies' famous center-fielder Richie Ashburn, which involved interviewing several professional baseball players and managers. Gives third example of an unnamed 2004 Honors student, whose unspecified project in computer sci-

-ence caught the attention of the Boeing Corporation in Seattle. This individual is currently a graduate student in the University of Utah. “I want [the Honors Project] to be a gift to a student where you can say, ‘Listen: there has to have been sometime in your academic life when you came across an idea, you came across a person, you came across a work, where you said to yourself, “I’d really like to pursue this in more depth.” Here’s your chance. Here’s your chance, go do it.”

0:02:23

*Grady’s concept of “diversification”*: The Program is “90% Caucasian” but is nonetheless varied, because ethnicity or race is not his definition of diversity. Rather, he defines it as “different characteristics” in terms of the socioeconomic backgrounds and academic interests of his students and faculty. Argues that ethnicity and race should not be the exclusive definition. Indicates that Affirmative Action protocols restrict his ability to attract minority students with good academic credentials, due to staunch competition from elite, and hence more attractive, schools.

0:04:10

“The diversification of ideas goes to the people who are teaching the Program—and what they teach.” Identifies Honors course offerings and several professors in the History and Philosophy Departments as evidence of diversity that is not demographic in character, but intellectual. [Agrees with CS that this is consistent with the Program’s mission of creating “equal opportunity” for the academically gifted.]

0:05:00

*The Honors Colloquium*: [This feature of the Program appeared in advertisement literature from the 1970s through the 1980s, but then began to fade sometime in the 1990s, and was completely gone by 2000. It was an on-going informal gathering of Honors students to hear lectures given by specialists, journalists, and dignitaries of various fields in academics and government.] Nearly forgot about its existence himself. Some lecturers were participants in La Salle’s on-going Concert and Lecture Series, others specifically invited by Grady. Lists some lecturers, including a *New York Times* drama critic and the Republic of Viet Nam ambassador to the United States during the Viet Nam War.

0:07:35

*The Sit-In of 1972*: Mentions an incident involving a group called Students for Individual Rights (SIR), who protested for homosexual rights by taking over College Hall à la the Sit-In of 1969. They were led by a Christian Brother who eventually died of AIDS, and John Giovanni, an Honors student who committed suicide shortly after graduating. A contest with the archdiocese ensued, during which the La Salle chaplain of the time, who was sympathetic with SIR, was fired.

0:08:30

*The reason the Honors Colloquium was discontinued*: Points to an advertisement for Concert and Lecture Series event on April 5<sup>th</sup>, 2007: a lecture, “The La Salle I Knew,” by Dr. John Rodden of the University of Texas, an Honors alum, specialist of George Orwell, and one of a select few to ever interview Isabel Allende. States that it would be enormously difficult to find enough students interested enough to attend Rodden’s lecture. Thus, intellectual apathy on the part of students today was the

impetus behind the Colloquium's discontinuation: "We stopped because it got embarrassing."

0:09:07

*The Honors students—the evolution or devolution of their character:* In any given four-year period, there are approximately 210 Honors students. [CS: How has change occurred, if any, specifically with regards to candidacy and admissions standards, and their attitudes?] Does not comment on his selection protocols, but regarding the mentality of students today he states, "There's no question that there's been a massive change." Asserts that in the 1970s and 1980s, "they were really excited by things of the mind." Disputes the notion that the economic pressures students face today in terms of college debt is comparable to the pressure faced by students of the past, namely, getting drafted for war. Claims to have discussed with Dr. Cornell West of Princeton University on this subject, specifically on the mentality of African-American students.

0:12:49

Identifies commuting versus residing at the school as one major difference between La Salle students of the 20<sup>th</sup> and 21<sup>st</sup> Centuries: in the past, the Honors Program Center was their "home," but it has been supplanted by the dormitory. Cannot say for certain whether or not intellectual discourse he witnessed in the Center simply relocated to the dormitories.

0:14:58

Nevertheless, he is certain that the students today are, overall, "not as engaged in activities of the mind, and the application of those activities of the mind to the real world that we live in." Suggests that they do not use their literacy effectively. Feels that they are "much more vocational," zealously hungry for credentials and overly career-minded. "The question that gnaws at me at times of registration: [flips through a course pamphlet and pretends to be a student] 'Oh my gosh! "Chaos and Fractals"—what will that count for?' If you've got to ask that question, don't take it... [If we're offering this course] it has my imprimatur because of the teacher and the content, and I'm saying, '*This will be good!*' ...They are good courses, they make you think. 'What's it count as?' I don't ever remember anybody ever asking that question in the Seventies or even the Eighties."

0:17:45

Claims that the problem of students' intellectual apathy, credentialism, and careerism is a serious concern of Honors Programs throughout the nation, and that there is widespread frustration over how to stop it.

0:18:05

[CS refers to the Spring 2007 issue of *The Intercollegiate Review*, which focuses on the 20<sup>th</sup> anniversary of Allan Bloom's book, *The Closing of the American Mind*. The authors argue that there is no longer a desire to seek out what would constitute "the good life."] Believes that Americans are still seeking "the good life," though how it is defined has changed. [CS: Could it be that the definition has changed, and that is the root of the problem?] Discusses the problem of careerism. Gives example of an unnamed student, "the most career-oriented" member of the present 2007 graduating class. Gives a second example of Rodden, who started at La Salle as an Accounting major and turned to English, a subject in which he had far more interest and ability. It seems that students seek majors they

believe will inject them into financially lucrative careers, but he argues that only by following their true passions shall they experience success.

0:22:24

*The La Sallian Mission:* Initially declines to comment. [CS: Originally, it was to educate the working-class so as to “enlighten both their minds and their pockets.” Now it seems to only be about enlightening the pocket...] “Absolutely” agrees—the thirst for lucre has replaced the thirst for knowledge and wisdom among Honors students today. Identifies a major change since the 20<sup>th</sup> Century: federal government scholarships to support advanced degrees have vanished. Refers to his conversation with West: the 21<sup>st</sup> Century is witnessing the rise of “academic indentureship,” in which “students are coming out of school so in debt that they can’t do anything but join the establishment! [...] You get these do-gooders so far in debt that they can’t do good, they have to sell their soul to the corporate world to pay the bills to get on with their lives.” Gives example of his own children, who suffered intense debt to earn their law degrees. Gives a second example of an unnamed Honors 2007 senior who just received a full scholarship for an advanced degree, but argues that this is an exception proving the new rule. Disputes the justification on the part of banks to earn interest on student loans. Cites the recent raise of annual La Salle tuition to \$35,000 [for comparison: \$32,000 in 2006, and \$28,000 in 2000], and the proliferation of impressive job titles among the parents of current students that ring of upper-middle-class status but are actually deceptive (“vice president” is the contemporary equivalent of being “an insurance salesman,” i.e., lower-middle-class), as evidence of a new element of class identity within the school community, which he finds to be suspect and deteriorative to the ideals of the institution.

0:29:09

Believes that his mission to “provide students with a very very comfortable, challenging intellectual community,” involving faculty and content, has not changed. Special emphasis on passionate pedagogy—but suggests that “teachers who care” are decreasing at La Salle.

0:30:27

“I think being a La Sallian is still very much today what it was 37, 44 years ago when I came here, and that is: that you’re open to everybody; I respect other people; I try to understand that our views might not be the same, our lifestyles might be very different; I expect them to respect my views—that’s what dialogue’s all about, and, you know, maybe synthesis does come out of thesis and antithesis every once in a while. But, that to me is what an educational community is all about, and I think that La Salle still gets very high grades on that... But, what does, what will it count for? That hurts. That hurts.” A sense that the future of a higher education is grim: the goal of creating independent and socially responsible citizens is being replaced by the goal of creating automaton-like consumers.

0:32:13

[Interview ends. Some discussion of follow-up interview.] States that he does not measure the “success” of Honors alumni.

0:33:12

[Track ends. CD ends.]

CD 2, Track 1

- 0:00:00 [Opening Announcement. Follow-up session: focus on the Honors Program within the larger framework of the University.]
- 0:00:23 *The freshman year Triple afternoon labs:* The basic idea for these is experiential learning that exploits the resources available in Philadelphia and the region. Typically, these are field excursions to outside sites that complement whatever is being studied in the Triple, i.e., when studying ancient Egypt, the Triple class embarks on a trip to the University of Pennsylvania's museum of Egyptology. Every year, the Triple also attends a performance of drama, opera, orchestra, or ballet in Center City. These are usually synchronized with the coursework. The point of this particular lab is to expose the students to the fine arts.
- 0:03:57 *The relationship of Honors curriculum vis-à-vis the Core curriculum:* The curriculum proposal approved in 1975 by the Academic Affairs Committee was modeled after the existing Core at the time, which he characterizes as a "cafeteria type approach" wherein students had to take two courses from five subject areas and some history, philosophy, and literature. Trusted the architects of the Core. However, the incoming Honors students already had significant amounts of college credits from Advanced Placement high school courses and other programs. Consequently, the Honors curriculum was modified so that some courses, such as Basic Composition and Algebra were waived. Nevertheless, the basic template was that of the Core, and remains so.
- 0:05:45 *The New Core:* Ironically, "about five or six years ago," the Core was changed to be more like that of the Honors Program: instead of a Triple, the "Double"; instead of an afternoon lab, the "Freshman Year Odyssey" (FYO).\*
- 0:06:16 Problems with the New Core: (a) the huge difference in scale—800 students for the Double as opposed to only 60 for the Triple; and (b) the Double, originally intended to be a combination of English and History, has now become a hodgepodge, i.e., Computer Science and Philosophy—"There wasn't as conscious an attempt made to integrate the classes as we're making here in the Honors Program."
- 0:07:04 [CS: How has this project fared?] Begins by discussing how the Triple has fared. Conducted a survey in 2002 of Honors alumni in which they were asked to evaluate their experience vis-à-vis their current experience in graduate or professional school, as well as what they remembered most.

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\* In the interview, I state that this course has been renamed "Freshman Year Experience." However, I was incorrect, because this was the course's original name. Furthermore, technically its current title is not "*Freshman Year Odyssey*," but rather, "*First Year Odyssey*," a gender-neutral title. Also, later in the interview I state that it first began in 2004. Again, I was mistaken, because the FYE began sometime in the 1990s. My source for these corrections is Dr. Marc Moreau, Chair of the Philosophy Department who was also overseeing the reform of the Core at the time [see: footnote for CD2-1 0:22:40].

Expected a response of 25%, but out of 1700 mailed surveys, he received 1300, of which only five were lackluster. States that well over half the respondents cited the Triple. Gives example of how the juxtaposition of Thomas Aquinas (Philosophy) and the *Canterbury Tales* (English), two contemporary but very different portrayals of the Middle Ages, could be eye-opening for a freshman, and thus why the Triple would be so well recalled by so many respondents.

0:09:55

With regards to the Double and the FYO, believes that it has not fared as well. As he understands it, the original intent of these programs was to introduce the freshman to La Salle values and the mission, the resources of Philadelphia, and a dialogue between disciplines (“as opposed to dialogue *among* disciplines in our case”). Logically, senior faculty, those most experienced in these matters, should be conducting the FYOs [this would also be consistent with the La Salle tradition of egalitarian pedagogy: seniority is *not* a release from teaching first year students]; instead, these courses are largely taught by new faculty, adjuncts, even secretaries and resident assistants. However, cannot say for certain whether the Double and FYO are indeed failing to achieve their objectives.

0:12:00

States that the architects of the New Core engaged in “minimal” consultation with him, despite his experience with curriculum and his network of contacts with cultural institutions throughout the city. States that despite appearances, it is not easy to organize the Triple labs, and hopes that the University is conducting regular evaluations to determine the efficacy of the new programs.

0:15:54

[CS: If the New Core is an echo of the Honors curriculum, then what is the nature of an Honors Program? Refers to an essay by Grady entitled, “Speaking as an Honors Parent,” in which he argues that the presence of an Honors Program at a school indicates something about that institution’s educational philosophy...] Believes that such a school recognizes the existence of intellectual differences among students, and that it is therefore incumbent upon them to support those with special academic skills and gifts.

0:16:47

[CS: What, then, is the nature of the New Core?] States that he was openly against the idea of the New Core from the beginning. Believes that the faculty agreed to the New Core “as an act of defiance... [they] were saying to the administration: ‘You want this so bad, we’ll give it to you, but we’re not going to cooperate. Let’s see how you can implement this.’” Claims that most of the faculty did not approve of the Core change, and cites a specific meeting in the chapel. Identifies Dr. Marc Moreau, current chair of the Philosophy Department, who chaired the committee that oversaw the reform; “Dr. Mollard,” the Dean of Arts and Sciences at the time; and Dr. Richard Nigro, the current Provost, as the leaders of this meeting. Grady inquired as to the readiness of resources for the soon-to-be implemented New Core. He was told, “Not yet,” an answer that shocked the faculty.

0:19:03

“I don’t know what the point is [of the New Core].” Gives example of two semesters of a foreign language, which are required in the New Core. According to the New Core, it is not mandatory for the incoming freshman to continue with the language he or she studied in high school from whatever level he or she had achieved. “[Otherwise] it’s a beautiful opportunity for some less serious students to take a year of introductory Spanish after having three years of it in high school. I ace two semesters right off the bat; I have two A’s in the bank before I start.” Gives second example of the required mathematics course, the content of which he feels is not higher than the rudimentary level of numeracy required for admission into college.

0:21:39

[CS: Was there something critically *not* thought-out or impulsive about the start of the New Core?] Uncertain, but considers one possible motivation might have been the continued employment of full tenure faculty in departments where courses are undersubscribed, i.e., Foreign Languages.

0:22:28

[CS: Did the administration ever give forth reasons why they were so adamant for the New Core?] Fails to recall.

0:22:40

[CS: Who were the architects of the New Core?] Fails to recall.\*\* Insists that the above [CD2-1 0:16:47] is solely his interpretation, and advances

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\*\* Earlier [CD2-1 0:11:50, not indexed] he mentions Nigro and Dr. Margot Soven, Professor of English, Coordinator of the Writing Fellows Program and Director of the Core Curriculum, implying that they are important figures in the New Core. However, they were not its originators. Moreau has confirmed the following:

- (a) The Curricular Design Committee, an ad hoc panel created by the Curricular Review Committee, approved by the Faculty Senate, and chaired by Moreau, originated the idea of the New Core, and through a series of proposals and public hearings designed the Double and FYO. Members of this panel were: Dr. Steven Smith, Professor of English; Dr. Mary Jeanne Welsh, Professor of Accounting; Dr. Lynn Miller, Professor of Management; Bro. Thomas McPhillips, Professor of Biology; Dr. Sam Wiley, Professor of Mathematics, who has since retired; Dr. Margaret Walsh, former Chair of the Psychology Department, who has since left La Salle; a member of the Nursing Department faculty whose name Moreau could not remember and who has since left La Salle; and a member of the school administration, whose name Moreau also could not remember.
- (b) The Double and FYO were indeed modeled after the Triple and afternoon labs, respectively. The intention was precisely as Grady believed it to be, with the addition that the FYO was also intended to introduce the freshmen to University facilities and services, as well as to foster a bond of sorts among the students.
- (c) Senior faculty were indeed supposed to teach the Double, but roster problems prevented this from happening: simply, upper division courses necessarily must be taught by more experienced professors. At any rate, the use of part-time faculty is consistent with a national trend: “Like all universities across the nation, 40% of the courses at La Salle are taught by adjuncts,” Moreau states. The end of the Baby Boomer and GI Bill era has resulted in an enrolment decline, and with it a financial squeeze for schools. According to Moreau, the average salary (“a ball park figure”) for a full-time professor at La Salle is \$60,000, and the standard workload is eight courses. At approximately \$3000 per course, La Salle cannot afford its full-time tenured faculty. I failed to inquire as to why the courses are so expensive.

the above idea [CD2-1 0:21:39], now adding that this was how the faculty interpreted the proposed New Core.

0:24:38

*The Program's in-house measures for alumni "success," "accomplishments," or "outcomes":* Mentions that he chaired for 11 years the National Collegiate Honors Council's committee on assessments, and has conducted workshops on this subject. Cites the above survey [CD2-1 0:07:04] and routine evaluations at the end of every course. Gives example of a faculty member who was dismissed due to bad evaluations. Seems to follow a two-strikes-and-your-out policy with regards to teachers, but occasionally may try a person again after four years. Specifically identified this individual's "refusal to entertain positions contrary to the person's own positions" as the grounds for the dismissal.

0:29:09

[CS: Does the Program use the number of elite awards and acceptances to elite schools by alumni as a type of quantitative measure?] Explains that this is a measure that is becoming less relevant because most alumni, at La Salle and nationally, are no longer immediately enrolling in advanced degree programs immediately after completing their undergraduate degrees. Suspects that the desire for further education remains, but again, college debt seems to restrict the students' academic aspirations [CD1-2 0:09:07, 0:22:24]. "There is an *immediacy* that many feel to get out and get some bills paid off. There's a *hope* that an employer might pick up the tab to go for some graduate study. And you didn't have to worry about that 15 or 20 years ago."

0:30:31

*The Rodden generation, 1974-1978:* "The cream of the crop" because during their time "[American] society was *alive*"—Viet Nam War, Civil Rights movement, Women's Rights movement, etc. "The students are just a reflection of the society, and I think the malaise that has captured the whole society, pretty much, since the late 70s, early 80s, is now—these kids were born then... They don't seem to be as *hungry* as the students 20, 25 years ago. They've been given an awful lot that these students did not have. They lived much closer to the bone 20 years ago. These students, this generation, they've got one hell of an endowment already that's been given to them by their parents, so they're not as hungry. Now, maybe at the community colleges they are, maybe at some of the state system schools they are, but at a private institution that charges \$30,000 a year for tuition?" Notes that almost all the Honors students until recently were first generation college students; now, they are second generation.

0:33:36

Notes that the school was more homogenous in the previous era, in terms of ethnicity, religion, and gender. That began to change with the introduction of female daytime students: "Those first co-eds were dynamite." Shares some anecdotes about the period. "It just transformed the place, and it wasn't long until the women were all in the leadership positions."

0:36:00

[CS: Women comprise the majority of students at La Salle today. Was

some kind of dynamic lost when their position in higher education was secured?]) Considers whether women feel they need to excel anymore. Notes that gender roles have become homogenized: “When they first came on the campus in 1971... women were women and men were men, *vive la difference!* I’m not sure there’s any *difference* anymore.”

0:37:45

[CS: Regarding measures, must the time allotted to graduating classes be extended?] Still believes that five years after their undergraduate degree is the *earliest* they should be surveyed, because traditionally this would have been the point at which a person would have been starting their profession. Cites a recent statistic that the average college graduate today can expect to have 17 different professional employers during their lifetime, but that in his own generation one, no more than three, was the expectation. Considers more in-depth surveys for eight, 10 years out. The above survey [CD2-1 0:07:04] ranged from two years out to 30 years out, and it seemed to him that the most extensive and reflective responses came from those who had graduated in the late 1980s, because these individuals are now better established professionally and starting families. Gives the example of Patty Mayho [spelling uncertain], an alumna who is the assistant to the governor of Alaska. Gives a second example of Ed Horhan [spelling uncertain], an attorney from Yale Law School in Washington, DC, whose niece had recently visited La Salle. The major measure remains these surveys, which probe intangibles, such as satisfaction, but acknowledges a need for more comprehensive methods. States that at the end of the 2006-2007 academic year, every academic department must submit to the Dean of Students’ office an assessment plan. Feels that the Honors Program is already doing that.

0:43:24

[CS: Is there a connection between college debt, the multiplicity of employers, the delaying of establishing careers, and the notion of “extended adolescence”?] Has never heard of the term, nor never thought about it before. However, he has noticed a greater fluidity within the labor market, especially for young workers. Argues that the nationwide phenomenon of company-sponsored health and retirement plans is probably fuels this development. Adds that the new phenomenon of romantic cohabitation, which he calls “trial marriage,” may indicate a widespread fear of commitment among young adults today, the implication being that they may also be afraid of attaching themselves to any single employer or career path for very long.

0:46:07

[CS: As an Economist by training, and something of a Philosopher, would he propose a theory about what exactly has changed in the American work culture?] Suspects that employers no longer foster a sense of community, i.e., company-sponsored family picnics seem to have ceased as a practice. “[For] my generation coming through here, it was La Salle first, your department second, me third... I think that is definitely reversed now.”

0:48:10

*The balance of teaching, service, and research:* Believes that within La Salle today there is “a *decided* emphasis on research among the faculty that was never there before,” essentially, another version of credentialism.

States that In order to attain tenure, by five years aspiring faculty must have far more publications in peer-reviewed journals than in the previous era: “Publish or perish” was not the traditional mantra of La Salle. This is problematic for two reasons: (a) publication in these journals is not truly meritocratic but results from networking, yet, the allotted time is not enough to establish these connections; (b) the emphasis on research is having a serious deteriorative effect upon the teaching tradition of the University, as it drains the professor’s energies away from pedagogy and toward their private career; (c) this may actually backfire on the University, as it may result in professors who achieve high levels of credentials leaving La Salle for other institutions. Cites a numeric decrease in grants for enhancing one’s pedagogy alongside a simultaneous increase in grants for enhancing one’s disciplinary research. Moreover, argues that La Salle is not an institution meant for such a research inclination, either by its mission or its infrastructure: notes that parents are not actually interested in the publication track record of the faculty, but instead the faculty’s availability, teaching ability, and class size. “We made our name on the personal attention that was given to students, and I see that hurting. Does it still exist? Absolutely. But I don’t think it’s been promoted and rewarded the way it used to be.”

0:53:00

*The Honors Program directorship:* Technically, this is a part-time position. However, he spends only three hours per week teaching. Overall, in the early phase of his directorship he was half-time professor, half-time director; by the late 1970s, one-quarter professor and three-quarters director, which remains the case today. Wrote his own job description, describes himself as an umpire: “the less the umpire is seen, the better the game.”

0:55:40

The enlistment of high quality teachers is a critical function of his self-conception. Notes the very high rate of Lindback Award-winners among his faculty. “I don’t care what they teach. I respect you enough that you will be an integrity to your course, and I want students to sit with you, and read books, and discuss ideas, and be introduced to theories—that’s what it’s all about. To teach you how to think, that’s all we can do.”

0:57:10

Conceives of his work during registration seasons as a form of teaching: must guide the students with practical advice through the different challenges and requirements of the four undergraduate years, and then beyond.

0:58:10

*The future of the Program in the coming era:* [CS: As the faculty from the pedagogy inclined era begins to retire, and as Grady himself ages, what is the future of the Program?] “That’s not the important question. The important question is what’s going to happen to La Salle. Because the future of the Honors Program is a derivative of that larger equation.” Cites recent changes in the workload for new professors at the University that are intended to make time for more research, a development which echoes similar setups in larger research institutions. Suspects that La Salle is no longer seeking individuals with extensive backgrounds in teaching.

“Think of the irony of this, the paradox: a person is applying for a teaching job. ‘Tell me how few hours I can get away with.’ There’s a disconnect there! ...It’s not uncommon at huge universities these days to have different levels: there’s a research level, there’s a teaching level, and you’re evaluated accordingly, and we don’t have that here. I don’t know what the objective is. Who do we want to be?”

1:03:16

Alleges that between his generation and the present, “La Salle lost a whole generation of teachers”: cites a dearth of professors in the age range 40-55; most are either relatively young or older than 55. “Normally, that’s the group [the middle-aged] you look to for your leadership among the faculty... The group that led the faculty in the 1960s... they’re gone. No one’s replaced them... Are we replacing these people with a generation of *researchers*? We’re never compete against the University of Pennsylvania, or Tufts, or Berkeley [etc.]”

1:06:00

*Former student:* Jenn Zenjer [spelling uncertain], possibly class of 2002, captain of the women’s basketball team, member of the Federal Bureau of Investigations, grade point average of 3.89—“the quintessential scholar-athlete.”

1:06:35

Cites the availability of 42 full tuition scholarships from 1969-1998, as opposed to 15 today—“27 were taken away and I had to *fight* to keep the 15.” The 27 were divided into 108 partial grants, the purpose of which he does not know, but feels it was “very coincidental” with the resurrected football program. Adds that the school needed more funds for “merit aid,” which are partial grants awarded to students based upon their standardized test scores and class ranks.

1:08:29

[CS: In 2000, there were rumors of bankruptcy, but in 2007 the University purchased the nearby Germantown Medical Center. What is the financial condition of the school?] Does not know, but states that real estate investments are always a wise idea. However, the opportunity cost of such purchases might be problematic, first in terms of what the funds could have been used for instead, and also in terms of maintenance expenses.

1:10:23

*The future of his career:* [CS: When will his directorship end?] “I serve at the will of the Provost,” after which he shall return to being a full-time professor of Economics, with full tenure, as per his contract, which is technically a faculty contract, not an administrative contract. Does not know if he will have any say in his successor. Hopes that a La Sallian will replace him, not an outsider.

1:12:18

*His legacy:* “I think the legacy is hundreds, literally, of La Salle graduates... in positions, life-long positions, of, where they are happy, and pleased, with what they are doing.” Additionally, the fact that the National Collegiate Honors Council chose him to chair their assessment committee was a “tribute” to La Salle. Also, the Program serves as a model for other schools. Mentions an endowment fund for the Project,

specifically senior year projects or other interests of Honors students, i.e., subsidizing foreign language study in another school. The University has agreed not to reduce the financial aid of a student who receives subsidization. The idea of the endowment was a surprise for him.

1:17:08

[Interview ends. Track ends. CD ends.]