

Jeanmarie Turner  
HIS650 – Oral History  
Formal Interview  
Interviewer: Jeanmarie Turner  
Interviewee (Narrator): Dr. Fred Foley, Jr.  
March 20, 2019  
Session 1

0:01            Start of Interview

Turner:        Good Morning

Foley:         Good Morning

Turner:        I am Jeanmarie Turner, the interviewer, and Dr. Fred Foley, Jr. is the narrator. This interview is being conducted on Wednesday, March 20, 2019, in Dr. Foley's office, Olney Hall, Room 360 at LaSalle University, Philadelphia, Pennsylvania. After our pre-meeting, Dr. Foley agreed that we could close and place the do not-interrupt sign on the office door and put our phones on airplane mode during the interview session.

Turner:        Dr. Foley, do I have permission to record this interview?

Foley:         Yes

Turner:        Thank you. Let's get started.

Turner:        Dr. Foley, where were you born?

Foley:         Milwaukee, Wisconsin

Turner:        When were you born?

Foley:         December of 1946.

Turner:        Thank you. And, are your parents still alive?

Foley:         No.

Turner:        What were your parents' names?

Foley:         My father's name was Fred Joseph Foley and my mother's name was, maiden name was Doris Nelson, married name was Doris Foley.

Turner:        Thank you, and, where were they originally from, your parents?

Foley:         My father was from Milwaukee, Wisconsin and my mother was from a small farming community outside of Moline, Illinois.

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Turner: What did you father do for a living?

Foley: My father worked for the Canadian National and Grand Trunk Railroads as a manager in their freight divisions.

Turner: Did you mother work outside the home? And if she did, what did she do?

Foley: She did prior to getting married. She had been a public-school teacher in Illinois.

Turner: Do you have any siblings?

Foley: No

Turner: And what were your grandparents' names on your father's side?

Foley: My grandfather's name was Jack Foley, and my grandmother's name, maiden name, was Margaret Becker, and then Margaret Foley.

Turner: On your mother's side?

Foley: On my mother's side, my grandfather's name was Henry Nelson and my grandmother's name was Amanda Johnson, and then Amanda Nelson after marriage

Turner: Did they also live in the Wisconsin area where your parents lived?

Foley: My grandfather and my grandmother on my father's side were in Milwaukee, Wisconsin and on my mother's side my grandparents were on the farm in Illinois, near Moline, Illinois.

Turner: Did you have a lot of other extended family near where you were growing up when you were a child?

Foley: We did not, my father and my mother both had brothers and sisters so they had nieces and nephews, I had cousins in Wisconsin and in Illinois but my father was transferred out of Milwaukee Wisconsin when I was just about three years old. Initially transferred for less than a year to Memphis, Tennessee and then transferred to Philadelphia. And so, we would go back to visit relatives for a week or two each summer, but other than that, no real extended family contact.

Turner: You moved out of Wisconsin when you were a small child?

Foley: Yes.

Turner: To Philadelphia, do you remember about how old you were at the time?

Foley: I was four when we came to Philadelphia and three when they left Wisconsin for Tennessee.

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Turner: What activities did you do as a child in Philadelphia? What part of Philadelphia did you move to?

Foley: We initially, we lived primarily in Delaware County, in a couple of different locations, but they were all within Upper Darby Township, Drexel Hill. And I think what I was most involved in besides going to school, was little league baseball.

Turner: Where did you go to elementary school?

Foley: I went to St. Andrew's Parish Catholic elementary school in Drexel Hill.

Turner: Were there any teachers there that you remember, maybe had a special influence on you?

Foley: Influence can be either negative or positive.

Turner: We'll start with the positive.

Foley: I don't remember any that had a particularly positive effect on me although I ended up doing well academically so they must have been decent teachers. I was in the first group of baby boomers, the kids that were born in 1946 so when I started elementary school, I had nuns all 8 years. The nuns were teaching classes of between 80 and 90 students and that was a disciplinary nightmare for a teacher and I was also a disciplinary challenge for a teacher. The teacher that I remember the most was my eighth-grade teacher who was very good as a teacher but she also was a very strict disciplinarian. She ironically, eventually became the founding principal of the grade school of the parish where my wife and I live. But our kids didn't go there while she was principal.

Turner: Thank you.

Turner: Where did you attend high school?

Foley: Monsignor Bonner High School in Upper Darby.

Turner: Were there any particular teachers there that had either a very positive or negative effect?

Foley: That was much more positive. There were teachers scattered throughout the four years, both the Augustinians, were the sponsoring or religious order and so there were a number of priests that I had, there were a number of lay teachers that I had that were, I think pretty influential in terms of my academic progress.

Turner: Was Monsignor Bonner a coed high school or all boys?

Foley: No, it was all boys. It was located across a driveway that was probably no more than 20 feet wide from Archbishop Prendergast High School which was all girls.

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And they've been unified as a single high school, coed, for a long time now. Back when I was there, and I was there from 1960 to '64, they were a single gender high school.

Turner: What were your favorite subjects in high school?

Foley: My favorite subjects would have been, certainly, history and social studies, English was a favorite subject. Interestingly enough, math was another favorite subject as well.

Turner: Extra-curricular activities, many of those?

Foley: Not a lot, I spent a year or two writing for the high school newspaper, I spent a year to two as a researcher for the high school debate team. I was a volunteer in the group of boys that served Mass for the priests that lived in the Augustinian community that was part of Bonner High School. Outside of school I continued to play baseball, little league, onto Babe Ruth league and American Legion baseball. But did not play for any of the sports teams at Bonner.

Turner: Did you have any after school jobs?

Foley: I did not have any after school jobs while I was in high school.

Turner: How about during the summers?

Foley: Summer, yes. I worked for the local, I guess it would be the Township highway department. The crew of folks that did things like repair sidewalks, and repair curbs, fill in potholes, collect trash, I had a summer job for a couple of summers working for them.

Turner: Okay.

Turner: Are you married?

Foley: Yes.

Turner: And your wife's name?

Foley: Marilyn Claire Foley, maiden name was Mehler.

Turner: Is she in academia too, or . . .

Foley: No, she is not. She, I mean, not any longer. She's a retired elementary and special education teacher.

Turner: Do you have any children?

Foley: Yes, three.

Turner: ( ) Boys or girls?

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Foley: Two girls and a boy.

Turner: Any grandchildren?

Foley: Yes, four. Two boys and two girls.

Turner: Is your family close, your children and your grandchildren, or . . .

Foley: They are. My oldest daughter and her husband, they have three of the grandchildren, they live about 10 minutes from us in one direction. My youngest daughter and her husband, they have one child. They live about 15 minutes from us in a different direction. My son has lived in Mount Airy, but is in the process of buying a home in West Reading so he's been, I guess about 45 minutes away, curiously, won't be all that much farther away, probably about an hour and 15 minutes away by Turnpike once they finish the move.

Turner: Awesome, so it's good to have your family local then?

Foley: It is, most days of the week. I do a lot of chauffeuring of grandchildren, so some days it gets a little onerous, but most of the time it's by far preferable to having them live hundreds of miles away or cross country or something like that.

Turner: Raising children versus helping with the grandchildren, different dynamic?

Foley: Absolutely, a different dynamic. Because, grandchildren, you can give back. They get picked up by their parents at some point. And they're all in school now, the youngest grandchild is just about eight and she's in second grade and the oldest is a boy who is fifteen and he is in high school. They spend most of their days in school and I often drive them either from school to our house until they get picked up or drive them to different activities in which they're involved, but a totally different dynamic because most of the time they're either in school or they're with their parents.

Turner: Have you always been interested in politics?

Foley: Yes

Foley: Probably, I was well, not so much as a young child, but actually my interest in politics started in 1956 when I was about 10 years old. My father was watching the different presidential conventions, republican and democrat on television and I started watching them with him. I got interested and involved at that point and then when I started high school in September of 1960. And that was when the campaign was going on between John Kennedy and Richard Nixon. And that just attracted a lot of interest and kind of went from there.

Turner: In the 60's, 70's, were you involved in any political campaigns or fundraising or anything very specific, either locally or nationally?

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Foley: Not so much, involved a little bit in terms of some of the political organizations at college, but not really involved in the world of politics per se. More of a follower, a studier, an observer, but not so much a participant.

Turner: When did you decide you wanted to be a teacher and how did that come about?

Foley: It certainly came about while I was in high school. I couldn't tell you precisely when I decided I wanted to become a teacher but by the time I was getting out of high school I was convinced that's what I wanted to do. I was convinced that I wanted to teach in the world of political science and government. It was during the high school process that all came about. In all candor, a lot of it came about by saying that I can do better than these people are. I tended to be fairly critical of teachers along the way and the ways in which they either conducted classes or related to students. And I thought I could do a better job in some respects and thought it would be a fun way to spend a career.

Turner: So not any one event, a culmination, combination?

Foley: No, not any one event at all. More of an evolutionary sort of thing and then that was clearly solidified in college. In college it was much more positive. I had a lot of terrific teachers in college and I said I want to do what these guys do.

Turner: Where did you go to college for your undergraduate?

Foley: At the time, it was called St. Joseph's College. It's now St. Joseph's University.

Turner: What was your undergraduate major?

Foley: My major was politics, which at the time, and again this is 1964 to '68. The politics major was part of the history department at St. Joseph's. While I was technically a politics major, these days we would say that I was a double major with history because of the required courses we had to take since our major was in their department.

Turner: They didn't call it political science?

Foley: They did not.

Turner: Is that what we would call it today?

Foley: That's what you would call it today, yes and for a long time, but back in the 60's, it was just called politics.

Turner: You just had one major or was it more of a double major?

Foley: Technically it was a double major because of the number of courses that we, that I took in history were equal to the number of courses I took in politics. In the very structured curriculum of a Jesuit college in the 1960's, actually the number of

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credits that we all took in philosophy were equal to the number of credits we took in our major. I don't think they considered that to be a triple major because all those courses were required. It was what we would call a double major, it's listed on my transcripts as a politics major. But the reality was it was effectively a double major without being called that, with history.

Turner: With the history, any particular specific part of it, American or European?

Foley: It was primarily twentieth century and both American and European.

Turner: You chose that as a major based on things you started to learn in high school, that interested you in high school?

Foley: I really chose politics as the major and just organizationally it happened to be located in the history department at St. Joseph's at the time. I knew that along the way in high school, certainly by the time I graduated, was a senior in high school, I knew that's what I wanted to major in.

Turner: While you were an undergrad at St. Joseph's, did you work part time during the school year?

Foley: I did, I worked during the school year, I also worked during the summers, a couple of different kinds of jobs. For a couple of years, I worked for a Mom and Pop grocery store that was close to where I lived out in Delaware County. I was the guy who delivered groceries to people's homes. For a while I worked at a movie theater out in Delaware County and I was an usher.

Turner: Did you commute to St. Joseph's?

Foley: Yes, I commuted.

Turner: While you were at St. Joe's, did you belong to any clubs or sports teams or hold any student leadership positions?

Foley: I was; the greatest activity was within the student organization that was part of the college's honor's program. For my last couple of years, I was head of that student organization. But that was really the only one. I wasn't involved in any of the sports teams or any of the other extra-curricular activities. It was a combination of going to school and going to work.

Turner: That takes up most of your time?

Foley: It did.

Turner: When did you graduate from St. Joe's?

Foley: I graduated in 1968, June of '68.

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Turner: Where did you go to college or university for your Master's?

Foley: I went to Princeton University.

Turner: And what was your major considered there?

Foley: Interestingly enough, they also called it politics at the time. And I don't know if they still do or if they've changed it to political science. But it was a self-contained department within the School of Arts and Sciences.

Turner: Were you a full time Master's student or did you go part time?

Foley: No, I was full time. And, actually at Princeton at the time, the Master's and Doctoral programs were a combined program. Technically, everybody was pursuing a Doctoral degree. If you had, they put on your transcript that you had received a Master's degree once you had completed two years of courses successfully and passed comprehensive exams and then the balance of your academic career after that was writing your dissertation to get the Doctorate. So really it wasn't two separate programs, it was a combined program. And I went full time for the two years that were the courses I was taking leading up to the comprehensive exams and then after that I was teaching here while working on the dissertation for the Doctorate.

Turner: Did you commute to Princeton, also?

Foley: No, I lived up there.

Turner: You lived up there?

Foley: I lived up there for one year and I commuted for one year.

Turner: And when you were working on your dissertation, did you have to be on campus a lot or could you do a lot remotely.

Foley: No, I was very rarely on campus. My dissertation topic had to do with public school politics in Philadelphia and I was teaching full time here and I was only up at Princeton, once every two or three months to meet with my advisor. Now, communicating remotely back then meant telephones, it didn't mean anything else. But I was only up there every couple of months just to check in with my advisor.

Turner: So, you were able to work on everything, do your research locally here, around LaSalle?

Foley: Yeah, most of it, most of it was basically in the summer. I did not, I don't recall that I ever taught during the summer. I wouldn't say that I did not teach during the summer, I may have forgotten something along the way. But, basically the summer months were devoted to working on the research and then the writing of

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the dissertation. The academic year was pretty well focused on teaching whatever classes I was teaching here.

Turner: How long did, after the first two years, where you were going to classes at Princeton, after that, how long did it take to finish up your graduate degree?

Foley: Seven years.

Turner: Seven years.

Foley: I think 7 to 8 years, before it was all finally finished. Technically I would have received the Master's degree in June of 1970 after two years up there. I received the Doctoral degree in January of '79. But that was for work that was completed during '78, so I guess about 8 years.

Turner: What was the name of your dissertation?

Foley: I don't remember the precise name.

Turner: Okay.

Foley: But it was about decentralization and community control in the Philadelphia public schools.

Turner: What was your relationship with your dissertation advisor?

Foley: Well, I had two as it turned out. My initial dissertation advisor was one of the faculty members that I had for a class or two who I was really impressed with, a relatively young guy, and we had a really good working relationship and that was very positive. He was not only a great teacher, but he was a really good mentor in terms of advice, in terms of how to do the research for the dissertation but unfortunately, he didn't get tenure at Princeton. He moved on to take a really well paying, high ranking job with the Library of Congress in Washington and because of that I had to come up with a second advisor. And my second advisor, also from the faculty of Princeton, but not someone who I had taken for a class, who was I think at the time one of the preeminent folks in the country in the area of state and local government. That was a more challenging relationship because he had some very different ideas about how to put together and organize the theoretical parts of the dissertation. And I hadn't had him in class, so we didn't have the, I mean it wasn't an antagonistic relationship at all, it was just a different person, with a different mindset and perspective on how to do the dissertation. Not somebody that I had known from having had as a teacher. So, it took a while to get used to each other.

Turner: Was he . . . (Dr. Foley interrupted)

Foley: But it all worked out.

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Turner: A long term professor at Princeton?

Foley: Oh, yeah, whole career I think was at Princeton.

Turner: So, different style, probably had to take some time to mesh?

Foley: And a different theoretical approach on how to organize it. And in all candor, his approach was better. It made the dissertation a better document and it made it all work out better but it probably cost me two or three years to get the darn thing done.

Turner: You mentioned you were teaching at LaSalle when you were working . . .

Foley: Yes

Turner: . . . after you finished your Master's . . .

Foley: Yes.

Turner: . . . at Princeton. How did you come to be a teacher at LaSalle? What was the hiring process like at the time?

Foley: Well, it was more informal then it would be today. The second year that I was at Princeton, that would have been the 1969-1970 year, I taught also as an adjunct at St. Joe's. That's the year I commuted to Princeton, so I had some interesting scheduling juggling going on. I taught some of the introductory political, or politics – political science courses. At St. Joe's they had a temporary vacancy and I had just graduated a year or two before as what was the top student in the school, the top student in the department. They asked me to take that on and fill it in, so I did. I got to know, I shared an office with a couple of other adjuncts, one of whom who been a teacher in the history department here at LaSalle. He had been, I guess he was not tenured, but he had left LaSalle and we had struck up a pretty good friendship and he alerted me to the fact that the political science here, was, they had an opening for a teacher in the fields in which I was majoring or specializing in at Princeton. He set up an appointment for me with the department chair. I met the department chair, he interviewed me, some of the other faculty talked to me, eventually talked to the Dean and I got hired. I have no idea what else was involved in the hiring process. If it advertised, if there were other applicants, other interviewees. I have no idea about how that all transpired.

Turner: So, the hiring process has changed very much?

Foley: It has become much more structured and much more formalized over the years then I think it was back then.

Turner: So back then having been . . .

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Foley: It has also become a lot longer than it was back then. This all transpired within about two weeks back in the spring of 1970.

Turner: That is very much different than it is today. . .

Foley: Yes, it is absolutely.

Turner: . . . where your relationships and your mentors and people that you know in academia could spearhead an opportunity back then . . .

Foley: Yes

Turner: . . .where today it seems much more disconnected.

Foley: Well, it is much more structured, much more organized, there has to be, you have to have formal advertisements. We just went through the process in the political science department here, the last two years of hiring a, or filling a full time tenured track position and also filling a visiting professor position. I was involved in both of those processes as one of the folks on the committee. There's advertising, there's multiple applications, there's telephone interviews, there's in person interviews, and it takes months before you get it all down to the person that the department wants to hire, and then of course it has to be approved by the Dean and by the Provost. Much more structure than there was back in the 1970's.

Turner: For your dissertation, you mentioned your two advisors and did you also have to have a committee or . . .

Foley: Yes, there were a couple of other folks that were on the committee. At Princeton at the time, the committee really had no role to play other than to read your dissertation and to be part of the oral defense that was the last step in the process. There were two other faculty members on the oral committee plus the gentleman who was then my advisor. So, it was a committee of three people, one of whom I can't remember at all. The other, who I still use one of the books that he wrote, in one of the classes that I teach here. One that he has written relatively recently. Although he's a million years old I think at this point.

Turner: Did you get to know any other graduate students who would be your peers at the time you were working on it or were . . .

Foley: Not so much during the dissertation phase. The dissertation phase was very, very much an individual process and you had no contact with other students at all. But during the two years that I was taking classes there, we weren't segregated by class but it was a relatively small department. There were only about 25 students per year and the formal class structure was basically a two-year commitment. We had a lot of overlap of students who were in classes together and we got to know each other pretty well and especially the year that I lived on campus,

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You saw people outside of class, usually in the library trying to figure out how to keep up with all the school work going on.

Turner: Do you keep in touch with anyone?

Foley: No, not a soul.

Turner: You started here at LaSalle in 1970?

Foley: Yes

Turner: That was the first year the college admitted women.

Foley: As freshmen.

Turner: As freshmen?

Foley: Yes

Turner: To its regular classes?

Foley: That's correct.

Turner: 1970 was also the first year that St. Joseph's admitted women.

Foley: Yes, that was the year my wife graduated from St. Joseph. She was in the first graduating class that had women in it.

Foley: I don't know, if you put a number on it . . .

Turner: It doesn't seem that long ago but that's when they were first admitted

Turner: But I, somehow, I think it's not a long time ago.

Foley: I don't know. Its real close to 50 years ago. That seems like a long time back to me, they both went coeducation at the same time. Villanova which also had been all men, went coed a few years before that. I'm not sure how many, a handful of years earlier than LaSalle and St. Joe's.

Turner: Positives versus negatives of having an all-male campus as opposed to the coed campus?

Foley: I was never here as an all-male campus at LaSalle. I obviously was a student at St. Joe's as an all-male campus. There are no negatives to going coed. It's an absolutely positive experience for this place, whether that's in terms of academics, social interaction, academic reputation, any old way you want to look at it. The admission of women was the best decision this school ever made.

Turner: The same was probably true for St. Joseph's?

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Foley: I would guess. The schools were so comparable. These days when you talk about comparing LaSalle and St. Joe's people will talk about different academic majors that are offered here or are offered out at City Line, different programs that are really strong, different accomplishments of alumni, all that kind of stuff. Back in the 1960's, it was where did you take the trolley or the bus to get to school? If you grew up in West Philly, Southwest Philly, Delaware County, Chester County, the odds are you went to St. Joe's because you could get there by public transportation. If you grew up in North Philadelphia, or Northeast Philadelphia, or Montgomery County you went to LaSalle because you could get there. But most schools were very, very comparable at the time I was there. They just had a slightly different geographic footprint. I'm sure the experience was just the same out there.

Turner: That being said, St. Joseph's is run by the Jesuits.

Foley: Yes.

Turner: And the Christian Brothers run LaSalle University.

Foley: They do.

Turner: What are the differences in their teaching styles? That you could maybe . . .

Foley: That's a very good question. I think the things that need to be said, there's a couple differences. I think the most important difference comes from the mission of the two religious orders. The Jesuits historically have been primarily a missionary order. Now yes, they have a couple of dozen colleges and I don't know how many high school around the country, but there is a much more missionary, liturgical, they are priests, they are ordained priests, high quality academics, so again excellent teachers, but I think the ministerial and liturgical dimensions of the priesthood are their number one priority. With the Christian Brothers, they are primarily a teaching order, not ordained priests, although obviously a religiously affiliated order. I think the teaching mission has been paramount with them, more so then it was with the Jesuits. I also have a sense, although I don't know the numbers today as well as I might have back then, in my generation, the primary emphasis in the teaching component of the Jesuits was higher education. And the primary emphasis for the Christian Brothers was secondary, was high school. The Jesuits have a couple dozen colleges and universities and the Christian Brothers have seven. But I think the Christian Brothers have a much larger number of high schools where they would have more of a formative impact on the developmental ages and stages for the kids coming through the high schools. I have a sense, but this may be because I was not a student in a Christian Brothers, but I have a sense that there is a closer rapport as teachers with students with the Christian Brothers, at least in my generation, than

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there was with the Jesuits and the students. There is more of an aloofness, I think. Super academics, well qualified teachers, but there was just a more personal and interactive component to the Christian Brothers than I found with the Jesuits. Some of that may be because I was a colleague here and I was a student there. I was a little bit older here than I was there, but I think there was a difference in the way they approached teaching and the way they approached students.

Turner: What was LaSalle like when you first began teaching back in 1970?

Foley: In what regard?

Turner: Every regard, the campus,

Foley: Okay.

Turner: . . . the students, the faculty?

Foley: Wow, that's pretty cosmic.

Foley: Campus was about a third of the size that it is today. There would be basically the campus from the border of Central High School out to where the now TruMark Athletic Facility is and then the cluster of dormitories that are on the north side of Olney Avenue just west of 20<sup>th</sup> Street. But all of what we now call the South campus, what we call the West campus, none of that existed, none of that was part of LaSalle at all. It existed, but it was under different organizations and different ownerships. The campus was a lot smaller. The student body undergraduate was about 3,000, so it was probably close to around the same size. But that first year I was here, there were only 50 women. It was a predominately male institution, a predominately commuter institution. I can't image, 10% of the students lived here. Most, the vast majority of the students were graduates of the Catholic high schools in and around Philadelphia, the five counties in Southeast Pennsylvania and a couple of the counties just across the river in New Jersey and maybe a few from northern Delaware. It was an almost all white institution. And it was almost all undergraduate. Beyond the 3,000 that went full time in the day, there were probably about the same number that went full, I mean part time, excuse me, in the evening. But almost every one of them was an undergraduate. There was a small graduate religion program which we still have. I'm not sure what its exact title is these days. But that was largely, excuse me, for the laywomen, laymen, priests, brothers and sisters who were teaching in the middle, elementary and secondary schools, Catholic schools throughout the Archdiocese. It operated primarily on its own. But everybody else was an undergraduate. The place has changed dramatically. Obviously, the campus is two or three times larger with all the expansion of academic facilities, residential facilities, property that we own now, we bought either from the Sisters of the Good Shepard or the St. Basil Sisters or Germantown Hospital. The student body has diversified enormously.

That is just incredibly positive for LaSalle. There are more women here than there are men as students and have been for a long time now. There are more minority students at this school than there are at almost any other college or university in this area. All of that is very positive. There are obviously a lot more residential students. I would say the majority of students live here on campus and so there is a much more regional student body than it would have been. There is still a sizable number of students going part time in the evening and on weekends, but like yourself, they are predominately graduate students these days in whatever number of either Master's or Doctoral level programs LaSalle offers at this point in time. It's a very different student body. Its academically very different. I think in 1970 it was a more traditional undergraduate liberal arts institution. Now it still has undergraduate liberal arts components to the academic program, but there is much more of an emphasis on certain pre-professional areas. Back then, there was pre-med and there was education for those wanting to become teachers for example, but now you get all the programs in communications, you get all the health-related programs. You get nursing and public health and nutrition; you get programs in technology fields of course which did not even exist back in 1970. It's a very different, much more diverse place than it ever was before. Diverse in terms of the student body, diverse in terms of the academic programs. Faculty back then, lots of faculty had their Master's degree, that was their highest degree. A growing number had Doctoral degrees. Now I think almost everybody's got a doctoral degree. Lots of the faculty back then had gone to LaSalle or St. Joe's or Villanova as undergrads, relatively local faculty. Now, national or even international faculty. People coming to LaSalle to teach with Doctoral degrees from the best colleges from all around the country and some from other countries in the world. A very different place than it used to be.

Turner: You've been here to see a lot of the change?

Foley: I have.

Turner: As a faculty member, what were the expectations, are the expectations for research, service and teaching? Have these expectations changed over the decades?

Foley: I think they have changed. I think all three of them were expectations back when I was teaching full time and I think they still are. But the emphasis is different. I think the teaching, and excellent teaching, is still the paramount expectation for faculty. Service to the community, whether that's on committees, or as an advisor to student organizations or a mentor to different activities, I think that's still an important component. Research was not as strong an expectation back then. Published research, I think that reflected the fact that you had so many folks who were really terminal Master's degrees without necessarily the research

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commitment or expectation. These days, research on the part of full-time faculty is a very, very strong expectation. I think teaching is still paramount, that's always, that's been a constant. But research has kind of come from being in last place to being almost tied with teaching excellence as an expectation for full time faculty.

Turner: What have been the biggest changes? You went over the biggest changes here, so, is there anything that used to be here at LaSalle that you would like to see come back? A program or a major or an administrative function, or something that used to be here as part of the University?

Foley: That's a very interesting question.

Turner: That you would like to see come back?

Foley: Yeah, I think there was a real, and I don't know how popular this would be in terms of the student expectations or student requirements, but we used to have a very strong ROTC program at LaSalle for people who were preparing for careers in the military. It was an Army ROTC program. That was eliminated here during the Clinton administration, sometime during the 1990's. There are still students that take ROTC, they're LaSalle students, but they basically take their program down at Drexel. I think that was a loss to the University that would be one to be of value to have on campus. From an academic perspective, some of the traditional liberal arts expectations for students and requirements for students taking courses in foreign language, that's one that I think should be restored. There is a real loss, and it's been decades since they gave up foreign language as a requirement, even though there are some languages that are taught here as academic minors, and occasionally as academic majors. It is a loss to the student body that all the students are not required to take foreign language.

Turner: Can you think of anything that's always been missing here that would be an asset to the University?

Foley: Something that has always been missing here?

Turner: Something that maybe you know from institutions?

Foley: Not that I can think of off the top of my head. LaSalle has had a pretty good sense of its mission. That sense has changed a bit in terms of academic programs over the years, but I think the University has had a pretty good sense of what are the most important fields to offer for the students. There are a lot of things that we don't do here. We don't have a law school here, we don't have a medical school here, we don't have engineering here. I'm sure you can come up with other programs, but I don't think we should. We're in an area where, a geographic area, where there's three or four dozen other colleges or universities

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probably within an hour, hour and a half of where we are sitting. Lots of them offer those kinds of programs and they offer them in very high levels of quality and high levels of accomplishment, so a school like LaSalle has to figure out how to carve out the niche for which it's going to be known. Certainly, the addition of communication along the way, the addition of all the health-related programs that are here in the school of nursing and health sciences, the addition of part-time graduate programs for people who are working full-time during the day, those are all niches and markets that LaSalle identified and carved out. But I don't think there is anything that's missing that should have been here.

Turner: That's fair.

Foley: From what I'm told. This may be urban or Christian Brothers' legend, I'm not sure which, but from what I'm told, or was told, I think back in the thirties, both, I mean LaSalle still is a Christian Brothers school, but I think in the twenties or thirties, Scranton was a Christian Brothers school, it's now a Jesuit school, has been for a good while, but apparently back in the twenties dimension, there was a question of which school would offer engineering? And Scranton got it. I'm not sure if that's true or if that's just mythology. But now, I can't think of any major academic programs that are missing here. I think for the longest while, 70's and 80's, what was missing here was the diversity of the population of people going to school and people living in Philadelphia where there wasn't a significant number of minority students. But that's been rectified. This place has a great record in the last 10 to 20 years in terms of recruiting minority students. So then, I can't think of anything.

Turner: Okay, one more question about the ROTC program. Do you remember why it was eliminated, or?

Foley: Oh yeah. It was eliminated by the Federal Government. The Clinton Administration wanted to cut back on ROTC programs throughout the United States and they identified, for some reason the number 50 sticks in my head and I don't know why. But they wanted to eliminate a significant number of ROTC programs including about a half of dozen ( ). There was a generation, LaSalle was part of it back in the 60's where ROTC was mandatory. Then it became volunteer as the military became volunteer in the 1970's. It was a thriving program, but this was one of the ones for whatever reason, the Feds targeted for shutting down. We didn't have anything to do with it. LaSalle tried everything it could possible do through Alumni connections, political connections, trying to keep it open, but unfortunately it wasn't able to do so.

Turner: Maybe it will come back some day.

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Foley: I doubt it, but it's always possible.

Turner: Was it easier to teach back in the 70's and 80's or is it easier to teach now, from a preparation standpoint, from a curriculum standpoint, a requirements' . . .

Foley: From a preparation standpoint and a curriculum standpoint, I'm not sure there's a significant difference in terms of how we see ( ). The big difference is the use of technology which was non-existent in the 1970's. There was probably a photo copier, an audio-visual projector, or something maybe, or colored chalk on a blackboard. The incorporation and use of technology is much more of a challenge these days. The diversity of the student body, not so much racial or ethnic or gender diversity, the diversity in terms of academic skills and academic styles of learning is more of a challenge these days than it was back in the 70's. I think there was much more homogeneity about it. In terms of what teachers need to do, the preparation part, the academic work that you do is pretty comparable. The way you present to students, the way you interact with students is different than it was back then. I don't know whether I can put easier or harder on it, it's just different. Because there are different learning styles, different technology available and that does change the nature of how you go about teaching your class.

Turner: What is it like to be in the classroom in 2019?

Foley: It's fun, it's great fun for me because I only taught full time here for 6 or 7 years from 1970 until 1976. And then, for a variety of reasons I ended up working in the University's fundraising program, the Alumni and Development programs at all different levels, from an assistant director to a director, to a vice-president, and back to a director, for basically 40 years, there about. While I occasionally had the opportunity to teach part-time in the evening, a class here, a class there, sporadically, depending on what else I was doing administratively, the opportunity to teach again on a part-time, regular, but part-time basis with day school undergraduates, is just for me a lot of fun. It's academically challenging, it's great to be involved with the younger people and the students and introduce them to stuff that's going on in the world of politics. So, for me, it's just tremendous fun.

Turner: How many classes do you teach a semester?

Foley: This semester I'm teaching two, one section of the Introductory Class to American Government and one section of State and Local Government. Previous semesters, the last five semesters before this, I've taught two classes, but three sections. I've had two sections of the Introduction to American Government class, this semester, I only have one section. And some of the other classes that I teach, kind of cycles a series of upper division classes, in the American

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Presidency, and the Congress, State and Local Government and then Political Parties and Elections.

Turner: Approximately how many students are in a class?

Foley: Right now there's 14 in the Introductory class and there's 20 in the upper division class of State and Local Government. And that's pretty consistent with the numbers, they've ranged in size over the last three years between 15 and 25 depending on the class.

Turner: In the overall curriculum, especially to do with other majors, are there any mandatory General Ed requirements for the political science classes?

Foley: I don't believe so. I don't think there are. This is a new curricular world for everybody at LaSalle with the new Core Curriculum that just started with the Freshmen who enrolled back in August. And that's changed where Political Science is located within the core curriculum. It used to be that the Introduction to American Government class was paired up in an area with Economics and students had to pick one or the other. Now we're in one of the core competency areas with a much greater diversity, a much larger number of courses. It's a more competitive environment trying to recruit students but there are no pre-requisites for students who decide to major in political science. Once they decide to do that, there are certain required courses within the major that they are required to take. But there's nothing outside the major that they have to take in order to get into it.

Turner: Is Religion still required as a course to get your degree here, do you know?

Foley: I think so, but I don't know if it's one or two courses that's required these days. Again, I think philosophy is still required, but again, I don't know if it's one or two. English is still required, both writing and at least one literature class, I suspect that Computer Science is required now. Back in the old days, it would have been Math, it would have been required, Science would have been required, Foreign Language was required at one point, along with Religion, Philosophy and English. I'm probably missing something in there.

Turner: The basics?

Foley: Yes, the basics.

Turner: Do you think the basics have changed? It sounds like they have from what you're saying.

Foley: Some of the basics have changed. Then some are the same, Philosophy, Religion, English. There are I suspect fewer required courses than there were back then but they're still part of the core curriculum. Other areas are new, because they are just new to academia. I don't know whether that's a Computer Science area, or

it's an area related to Communication, or it's related to Health Care, the core has become what's different, the core used to be subject based. You had Science courses, you had to take one out of these, or you had Math courses and you had to take one out of those. You had Social Science classes like political science, Economics, Sociology, and you had to take one or two out of that. Now it's based upon, I think eight or nine core competencies and various courses around the entirety of the academic curriculum to meet the requirements of those different core competencies. It's a different academic world that we're living in with the core curriculum these days. And for those who are full-time faculty who have to advise students, it's a complicated world because the Freshmen class is under the new core, the Sophomore, Junior and Senior classes are under the old core. Whenever you bring students in, you can't change the rules of the game for the core requirements until they graduate. When you bring in a new core curriculum, it always starts with the next Freshmen class. So for three years, you've got students under different core curriculums. The good news for me is, as a part-timer I don't have to advise students as to what they have to take. I leave that to other people to do.

Turner: Okay, and did you say that this was the first year of this?

Foley: This has been the first implementation year. The Freshmen that started back in August, they're about finished their Freshmen year now. So, there's one class on the new, three on the old. August of this year, there will be two and two. And you know, a couple of years down the road, everybody will be under the new core.

Turner: How does that work with say part-time students who may have to . . .

Foley: I haven't the faintest idea. I do not know.

Turner: I can imagine; it gets very complicated.

Foley: I would think it gets enormously complicated.

Turner: Immensely.

Foley: Yes, but I don't know. I don't teach part-time students. I don't know if I have any part-time students. I don't teach in the evening or on weekends or in the summer. I may have a part-time student or two in one of my day classes, but I don't know that.

Turner: I know, way back when, when I was looking at colleges, and thinking about what to do with my future, we were very discouraged from going into college undecided. I know with my son, that was fine. If when you went in, you may be in one school, say the College of Science and Technology, but in a huge university, there could be many, many majors you could pick from and you may

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have a feeling when you're 18 what you want to do, but now it seems, at least in his school, that going in that first year a little bit undecided, not a bad thing. How do you feel about that?

Foley: Oh, I think it's a good thing to come in undecided. Because, it helps you know if you want to be in Arts and Sciences or if you want to be in Business or you want to be in Nursing, or Health Sciences, but I think to use your first year to explore different areas and get a sense of what you really want to do in your life or what really is academically interesting to you, I think that's a good thing. I think you're right, years ago when I started in the 70's, I'm sure there were some people who came in here undecided, but they were few and far between. But then lots of people decided they wanted to be a doctor or they wanted to be a lawyer or they wanted to be this, that or the other thing and then they changed their mind periodically and switched majors and that can become financially expensive because it can take longer than four years to graduate. Because each program, especially if you change from one area to a radically different area, may have different requirements and you have to go back and repeat some stuff, then all of a sudden, you have a ninth semester or a fifth year and that becomes financially a real challenge to people. I think having a bit more of an open mind about what you want to do that first year and taking the sorts of courses that fulfill, we used to call it general education, now its core competencies, but to fulfill those university wide requirements and give you a sense almost to explore different academic areas before you pick the one you want to major in, I think that's a good idea.

Turner: You think that's how LaSalle's philosophy is?

Foley: I don't know. I know that's how my philosophy is.

Turner: Okay.

Foley: I think there's more students doing that these days than there used to be. But I don't know whether the university's got a priority or preference about it or now.

Turner: Okay,

Foley: It helps those who are trying to manage enrollment or manage budgets if they know how many people are majoring in each area, but from an academic perspective, I'm not sure if other folks believe the same thing that I do or not.

Turner: How have the students changed, not so much from an academic perspective but more of a worldview perspective or a personal experience when they land here as a Freshman?

Foley: First of all, they are much more diverse. Whether it was the initial diversity of having women here in 1970 or the diversity that came later in terms of racial, ethnic and religious backgrounds, they're more diverse than they were before and

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that's been a good learning experience for everybody. For the students and for the faculty and for the administration because it exposes people to different backgrounds and different cultures and different ways of viewing the world. I think students are much more interested in being involved in the campus than they used to be. I think a big part of the emphasis on living here, now some people have to live here because they come from too far away not to live here, but there's a fair number of students, my sense is, who live within what I would have considered commuting distance, who still live on campus, because they want to be involved in so many activities. Or they want to be involved in community service, or they want to be involved in what we call experiential learning, internships, co-ops, much more so than there would have been in the 70's. In the 70's, I think the students were more typically like I had been in the 60's. They went to school, then they went to work. They were working part-time after school, they were working part-time on weekends, not so heavily involved in activities, not so involved at all in community service or experiential activities. I think it's changed that way. That's added to the academic program and the academic culture of the place because it gives students a much wider variety of experiences while they're still students. Then they can share some of that stuff in class, with the other folks in the class.

Turner: I think that's a good stopping point for us today.

Foley: Okay.

Turner: I'm going to turn the tape off.

Foley: Okay.

Turner: And we will meet again on Friday morning.

Foley: Sounds good.

Turner: I want to thank you very much for your time this morning.

Foley: You're welcome. My pleasure.

Turner: I appreciate your help.

55:06 End of Session 1 - Taping stopped.

