Interview with Millard Gladfelter  
10/16/78  
(in Walter Phillips' office)

I was born in York County, Pennsylvania. I came to Philadelphia in 1930, at the invitation of Dr. Butterweck, who was then Professor of Education at Temple, and a kind of emissary of President Beury and George Wheeler, who was then Associate Superintendent of Schools in Philadelphia and a trustee of Temple. I'd been in public school work up until that time. I was born on a farm and taught a one-room country school for three years and a graded school in York City for a year. After four years of teaching, I went to college, a sequence I would recommend to anyone. Many young people would do well, if our society could afford employment for them, before they went on to higher education. I think maturation is extremely important. The four years' difference in age and experience on my part, was extremely useful on the campus in many, many ways. It helped me get much more out of my years in college.

After I'd graduated from Gettysburg, I came to the West York schools in York, Pennsylvania ... they were a suburban school district ... as the principal, and ultimately, the supervising principal. After five years there, I was invited to come to Temple; I think chiefly because I'd done a research project in Character Education with experimental and control groups of seventh grade pupils. I was doing my graduate work at the University of Wisconsin and was stimulated to do a controlled research project. The State Department of Education thought it was quite interesting and submitted my name to Dr. Butterweck as a possible candidate for a vacancy to be filled. 

Dr. Butterweck invited me to Temple. I came to Philadelphia thinking "I've not much to lose" ... I wasn't married though I'd begun to think about it a bit ... I was old enough to think about such things. I had a brother who encouraged me to accept the invitation because, he said, there's a much wider area for one to test himself and to use whatever talents he has. I remember my first visit to Philadelphia. My mother and sister-in-law drove with me in an old Ford. We parked in front of what was then called Monument Cemetery on Broad Street and I walked across the street and had a visit with Dr. Beury. I was quite impressed by him. He was the first president after Dr. Conwell. He brought a bit of flavor to the institution which was needed at that time, because when an institution is built about a single person, it's very difficult for a successor to carry on the tradition in the manner set by a single person. Dr. Beury bridged over very well. He was a Princetionian with a Harvard Law Degree. He was well regarded in Philadelphia. I enjoyed my years with him very much.
I served with him from 1930 to 1939. Those were the Depression years, during which no one at Temple ever took a cut in salary or missed a payroll. Indeed, I got an increase each of the years I was here and that included the Depression ... it might have been only $100 a year, but it was an indication of the fact that there was stability in the institution that the founder had established.

(WMP: What was the funding? What was the source of the funding?)

Funding from the State was increasing then and the remainder came from tuition.

(WMP: At that time? Even then, it was part of the state ...)

That's right. Oh yes, it began in 1911. Dr. Conwell got the first grant in 1911. The state appropriation was increasing, and the N.Y.A., the National Youth Administration, which the federal government had established to keep students in school, and keep them, not only out of the bread line, but also from the employment line. It provided for each youngster who had employment about $15 to $17 a month. At that time, $15 and $17 was a considerable sum of money - our tuition and fees were only $275 a year. With $15 to $17 a month, students who had jobs in the university, could at least take care of their incidentals, and then they'd only have to borrow for tuition.

I came to Temple as Director of an adult high school. In the thirties there were still many adults of all ages who had not finished high school. Dr. Conwell's primary interest was to help the young men and women who without Temple College would have no opportunity to advance themselves. Even though "Acres of Diamonds" wouldn't last for more than a single broadcast now, because it is not appropriate to our times, we know that the realities of our system, or any system, do not enable each person to fully meet his aspirations. He strove to encourage and help many to do it.

The University High School really was the first unit of the University, because when Dr. Conwell began classes, he had persons come in at night who were not high school graduates to take high school courses. Most of them wanted to go into the ministry.

(WMP: What denomination?)
There was no legal affiliation with church or denomination. The Charter of the University doesn't even mention God. Very interesting... this devout Baptist preacher, who was internationally recognized when he set up the University, thought his College could prosper better financially if it had no religious affiliation. Even though it lived next to the Baptist Temple and solicited the Baptist Temple for a good deal of money, it was never legally affiliated. Even though Dr. Conwell was the clergyman who was serving dually as the minister of the Baptist Temple and the President of his Temple College, and even though the teachers he had such as Forrest Dager, a prominent Episcopalian Pastor of a church on North Broad Street, it was never felt there was any need for affiliation. The relationship between the college and the church has always been friendly and they've always been good neighbors throughout our history. The congregation has been amiable and parent-like.

In the student body he had then were adults who needed high school education. As a result, the high school unit continued until the late 1960s. It is now the Penn Center Academy at the YMCA. They had an old house at 1417 Diamond Street at that time. When I came the school had a total enrollment, day and evening, of some 600 people. I taught some classes there my first year. My students were from 17 to 60 years of age. As secondary education became a requirement for all youth in our society, and as the public schools began to develop the standard evening high school, which had good attendance and good standing and no tuition, the need for a unit like the Temple High School was not as pronounced as it was in earlier years. In addition, it happened as it happens in all institutions, a kind of sophistication crept in where the elitists felt that it was unbecoming to have a high school in a university environment. But, I'm pretty sure that's not the reason for its discontinuance. I think the President in the early 70s, Paul Anderson, and quite rightfully so, thought it had run its course and the University had served its purpose in that area.

In 1931 I became the Registrar of the University. I served there for eight or ten years. In 1941, Bob Johnson came in as President. He had practically no experience in higher education. We knew that. He was brought in because he had a great gift for spreading the influence of any institution or agency with which he was associated. He had great gifts for establishing confidence in the financial community.

(WMP: What was his background? Was he not with Time-Life?)
He was a Yale man who went into the First World War before he graduated. After the War, Henry Luce enlisted three or four men, among them Bob Johnson, to start Time magazine. He held a sizable block of Time stock, and after he'd dropped out of Time, he began to give his services to public enterprises. He was riding a ship to Europe when George Earl met him.

(WMP: Governor Earl?)

Yes. Bob Johnson was an ardent Republican ... very ardent. He was in the group that organized the campaign for Wilkie's nomination for President. George Earl took a liking to Bob Johnson and called him to Pennsylvania to be the director of the State's relief program.

...Bob had a flair... you knew him... there was something about him you liked. He had some very admirable qualities. I never heard Bob Johnson use a profane word in all his life. I never heard him tell an off-color story. I never heard him castigate a person. On the other hand, he had other ways for attaining his ends, and this made him a very acceptable administrator, even though he knew little about higher education. He was wise enough to let the management of most academic matters to others. Since I was on the Selection Committee, he got to know me early among the people on the inside of the University. I was a young man then ... well not too young... I guess I was forty-one when he came. He entrusted more responsibility to me and after he had been here for two or three years, I was made a vice-president. In 1946 I was made Vice President and Provost, which gave me the responsibility for handling all budgetary and administrative matters for the entire institution, with the exception of the Medical School and Hospital.

In that time, of course, we went through a major war, and knew all of the repercussions that such a tragedy had upon education in our society. Bob Johnson came in September 1941 and on December 7th of '41 we had Pearl Harbor. Shortly thereafter I remember going into the Baptist Temple and seeing the first group of men who were conscripted meet there to get a few words from the President. Then Mr. Schrag and Mr. Rhoads who were in charge of veterans accompanied them to the B & O station to get the train to go to Fort Meade. The old B & O station was still operating then.

(WMP: I remember that.)

From there they took the train to Fort Meade. Of that first group, only one, as far as we knew, did not return. It was a boy named Henderson who was lost somewhere overseas. During the war we kept the football team going ... almost beat Penn State, as a matter of fact, but the team was made up mostly with 4-F'ers!!! ... which is hard to believe.
But they had the mountain air!!! It was interesting ... there wasn't a male on the masthead for the student newspaper. They were all girls. During those war years, the student population was heavily female and so was your dependence for leadership activities and all that went on within a university upon the women students.

After the war was over, we, of course, came to that very exciting period when the veterans came back. I was not in the first war ... because I was too young and was too old for the second. The second war veterans legislation whetted the appetites of youth for higher education to a much greater degree than had happened at any time before in our history. Consequently, when you had veterans benefits available, the number to take advantage of enrollment in higher education was greatly increased.

Fortunately, Temple was prepared to be as flexible and pliable to accommodate them as any institution could be ... because that was our history. We set up a late afternoon-evening unit in the Olney High School for veterans. We had 2,000 men and one woman in that unit. The heavy enrollment in this extension program indicated the push among veterans to take advantage of their educational benefits. We established on Buttonwood Street what we called Rittenhouse College, named after an important early Philadelphia family. This too was entirely populated with veterans. We went to Haver-town and took over a small country club near the Haverford High School, and established the Havertown Unit. This Center enrolled more than three hundred - almost as many females as males.

We got from the Navy as surplus property temporary buildings, which we converted into classrooms at the stadium. The three buildings you still see standing at the stadium were called the Cedarbrook Unit. I still meet alumni who say ... I went to the Cedarbrook Unit.

You didn't really need any of the frills that went with education ... and quite properly so. What they were really interested in doing was to get in, get what was prescribed, and get out. This was one difference that age and maturity made.

This came in Bob Johnson's time. He was president for seventeen years ... just before, during, and for ten years after the war.

(WMP: Was it that long?)
Yes ... I don't think higher education will ever again experience the climate and support it had in our society between 1950 and 1968. In '68 the student revolution came along and that began to create doubts. But between 1947 when the veterans came in ... and those peaceful, sort of settling years during the Eisenhower administration when, in every way, our society thought that we could burn and use everything up and personal and economic goals seemed to be without limits ... higher education was riding the crest. Even the media began to use the slogan ... "Support the college of your choice." It had a different audience than I think it has now. We probably were still in the period then about which Conwell was talking when he spoke about "Acres of Diamonds" right in your back yard, if you only dig for them. Our whole mood ... our whole urge as far as what constitutes investment of self ... and the rewards we should expect from investment of self ... is different now than it was even twenty years ago ... quite different.

Now, I should relate what the Founder had in mind for the next important move in the life of the institution. I said a moment ago, Dr. Conwell never presumed really to be an educator and never made major decisions as far as the operation of the institution was concerned, although they went to him for decisions. He spent a great deal of his time on the lecture tour and in the pulpit. He had a woman in charge whose name was Laura Carnell - we have a building that bears her name. She was in the Philadelphia schools as an elementary teacher and administrator. Because of her talent, she might ultimately have become an assistant or associate superintendent. When Dr. Conwell realized that for his students professional education was a useful discipline, he invited her in.

Miss Carnell, over a period of time, won the affection, regard and respect of all folks who were associated with the institution. She made the desk decisions and ran the shop. She was constantly mindful of two things: first, the wise and economical management of program and resources; second, her loyalty to the Founder's purpose. She never married; some of her relatives still live around the city.

Dr. Conwell constantly struggled to beg or borrow funds to keep his Temple College alive. The money he received on the lecture tour he would send back for the support of his College. Occasionally he'd give some needy boy he had met on the lecture tour, a grant for his education. There were then and still are two founding principles: that no young people in our society should be denied an opportunity for education because of limited economic circumstances. Therefore, attending night school should be just as respectable as day school. And the second was that success comes to those who are willing to sacrifice in its pursuit.
Laura Carnell was faithful to these principals and, as a result, Temple throughout its history strove to honor them. This made it, really, a pioneer for urban universities in America. An urban university isn't really one that's in the city ... the University of Pennsylvania is not an urban university; it just happens to be in the city. An urban university is a university that's dedicated to the needs and problems of the people of that city. That's a quite different concept. Harvard is not an urban university. MIT isn't an urban university. The University of Chicago isn't, but the Circle Campus of the University of Illinois in Chicago is.

Today Temple University is considered foremost among the Urban Universities of America, and it's chiefly because of those two or three founding principles to which those who followed Dr. Conwell subscribed and were prepared to dedicate themselves. They're egalitarian in concept without sacrificing elitism in education. Those two or three principles not only have survived, but are now a part of our national pattern in extending educational opportunity. Until fifty years ago, the person who pushed his way up did it on his own and was applauded, but he didn't get all the aides on the way up that are now built in for him.

Laura Carnell continued to foster several ideas: First, that we must be flexible in the kind of offerings, in the time of day at which those offerings are given, and we must be sure that no penalty or impediment is placed in the way of someone because of the circumstance family or society imposed upon him.

The institution also felt that tuition should always be kept at a level which made attendance possible. When the University was first started, there was no tuition. The teachers didn't get paid - that was when it was only a night school. After four or five years they began to structure in the modus operandi of the traditional institution. From that time on, we constantly labored to hold our tuitions low. Tuition was generally one-third of those of the private institutions that surrounded us. This meant our pay scale then wasn't quite as high, and that our faculty generally taught more classes than they did at neighboring institutions. We always struggled because pressures came from faculty for salary improvement. We listened and responded as well as we could. A great recognition needs to go to the persons in this institution, even to this day, for constantly striving to keep tuitions low, because in so doing they're fulfilling the first mission the Founder had.

By doing this, we really pointed the institution to a fuller service in these times. Because now enrollment in publicly supported institutions has outstripped the enrollments in private institutions. We had most of our students in the United States in privately supported institutions up until 1955 or '60.
And then the publicly supported institutions began to attract more. This is not because the kinds and numbers of people who went to private institutions decreased, but the numbers going from the economically limited increased. This is why Temple has 35,000 students, with a still greater potential, with a still greater potential because vast numbers of the black population are in that lower economic bracket. I would suspect that nationwide somewhere above 50% of our youth of college age are now in college. That's a great climb from 1930 when it was between 17 and 20%.

Institutions like Temple, Wayne State and the state universities that are in populous areas are reaching, dipping into that large reservoir of youth of limited economic means but great social potential. This is a fulfillment of what Dr. Conwell was talking about in 1884. His voice wasn't heard very widely then, because elitism held sway. Elitism not as far as the population was concerned, but as far as program was concerned. The classics and the traditional programs were poorly attuned to a growing industrial and technological society. Conwell was talking about having programs that would be suited to those who didn't want to and shouldn't study Latin. Why should he waste his time on Latin? He's going to have to get bread ... and he can't eat a Latin book! So he had millinery and baking classes and encouraged work related study. We don't do that now, because women don't bake any more, but we still offer the bread and butter programs and bright students study in them.

The other concept that he had is now popular and useful was adult education. Indeed, when I first came to Temple in 1931, I got a great thrill when walking down the west side of Broad Street from Berks to Montgomery and looking up at the towers of Conwell and Carnell Hall. At 9:30 at night they were lighted to the top ... filled with classes.

(WMP: I was just going to say one more thing which I should have said when we started. Our history is primarily about the city. So I'm sure Temple has done a lot of things for the city ... in the people you've turned out and so forth.)

These people were mostly employees in banks and industry in town. Some of them had tuitions paid by the employer. These night classes were contributing very significantly to, not only the strength of the employer's enterprise, but to the well-being of the total population in the city. The orientation of the University from its outset was not really to recruit people from Ohio and Indiana, but to take care of a local population. Now, I would suspect there are 2,000 resident students at Temple, but we're still aimed to the commuting student who resides in southeastern Pennsylvania. A strong
outgrowth of the University's attention and desire to cater to the adult population can be seen on Walnut Street near Newman Galleries. It is what we call TUCC - Temple University Center City.

(HMcM: Is that 1619 Walnut?)

1619 Walnut. Last year they enrolled over 6,000 persons in classes there.

(WMP: That's great.)

Mostly adults. Many tailor-made courses were offered on a cash and carry basis. Because of our experience and flexibility no one can compete with us now - the rates are modest, the schedule accommodating, and the offerings expansive. This, therefore, shows the influence span of an institution in fitting into a city's needs. There is another way in which Temple has become a very important resource to this city and in which I think most of the public has not been fully aware.

(HMcM: May I ask you one question first? Where did the name "Temple" come from? Was that associated with the Baptist Temple?)

The Baptist Temple, yes.

(HMcM: So that's really the only kind of religious overtone to the entire university.)

That's right. When Dr. Conwell began he called his undertaking "The Temple College." They met in the Sunday School building, which is now old College Hall. But the roots and name are the only relationship it ever had to the Baptist Temple.

(WMP: Are you going to put that on the tape? I think that's interesting to hear.)

(HMcM: Yes. That's on.)

Matter of fact, once or twice we've conjured with a change in name, even with Governor Lawrence of the Commonwealth. Oh, he said, that's not important. And he was so right because it's better to have people ask you what it means than to have something that's commonplace.
When I became President in 1959, I'd had solid experience in administration and a solid commitment to what Temple was doing and what it could and should do, and what the limitations were for doing it. I had an opportunity to assess the public climate in relationship to Temple to observe and feel the legislature's respect and support for the institution. I was sent to Harrisburg quite often to meet with the Appropriations Committees and, on the basis of my observations, I'd come to the conclusion that Temple's future really lay in a closer relationship to the Commonwealth. Without that it would be struggling desperately to fulfill its purposes.

Before I became President, I knew I had no means for advancing this notion ... and neither position within the institution that would enable me to carry it forward if it had favor. A month or two after I was elected President, I called on six important trustees and told each of them this story - that at some time or other, the State of Pennsylvania will have a low-tuition public institution in southeastern Pennsylvania. It's the trend now - and that if we do not become it, it will become our competitor. It will take from us some of the appropriations we should have; it will take from us many of the students we should have and have had in the past. And to get from private sources the physical facilities we need and the money to operate them is not possible.

(WMP: About what period are you talking?)

1959. It's not possible, chiefly because we're not at the top of the pecking order, as far as institutions of higher education in Philadelphia are concerned. The cream of what Philadelphia has to give will go to the University of Pennsylvania and mainline institutions - and this is understandable. They have the history and the prestige; they have the support among the people who are able to give.

So there's no way in which this institution can come to its fulfillment by travelling the present road - by taking a few dollars from the state in appropriation and then trying to meet the budget by increasing tuitions each year. By history, purpose and performance, it is natural for us to join with the state and become a part of what we would try to mold as a Commonwealth System for Higher Education. I'd served on two commissions; one with Governor George Leader and one with Governor David Lawrence. Each began talking about a Commonwealth System for Pennsylvania. The trustees I called upon were Bill Schnader, who was once a lieutenant-governor of Pennsylvania and, as you know, a distinguished attorney in Philadelphia and an important Republican in Pennsylvania; Alex Mackey, who was the President of the Presbyterian Ministers' Fund, a Princetonian and an elitist, a good Latin scholar. I'm mentioning this to indicate the breadth
of background and training because the persons who had fixed notions about public support would be the persons who had been influenced by an educational experience in an older institution ... whether it was an Ivy school or not. One was Bill Spofford, a partner in the Spahr, Ballard and Ingersoll law firm.

(WMP: Ballard, Spahr and Ingersoll)

He was an alumnus of the Law School and ultimately became chairman of the Board of Trustees. Another was Charlie Klein, a prominent alumnus, a lawyer who was then the President Judge of the Orphans' Court. Another was Bishop Corson, a member and former Chairman of the Temple Board and probably the most influential Protestant leader in the city and a former President of Dickinson College. Then there was Milton Baker, the Superintendent of the Military Academy at Valley Forge, a kind of king maker for Republican candidates and governors, who, I thought, would be among the two or three who would strongly oppose State relationship. But to my surprise and delight, not a single one of them differed with my view. We then began our strategy on the assumption that what we sought was not only in the interest of Temple University but even more so to Philadelphia and Pennsylvania. We found almost unanimous support among Faculties and administrators. After the first year of our effort we obtained William Willis, the legislative consultant at the University of Pittsburgh. He was of immense help.

(WMP: What was his contact? What was his position?)

He came as Secretary of the University and later became Vice President ... he was our legislative representative with governmental relations as his major responsibility.

(WMP: Well, I thought he was sort of a counterpart to Steve Sweeney.)

We started our work in Harrisburg during Governor Lawrence's administration. He was a man of good perception and great vision. In our first appointment we informed him of our desires. He listened to our ideas and then sent us home to refine them and bring back specifics. We discussed change of the University's name. We also discussed the necessity for a formal relationship with the state. Aw, he said, that isn't really important - but it was - and we finally did get it in legislative form.

Governor Lawrence started Temple on the path to State relationship, asking Dave Kurtzman, his budget secretary, to prepare an "A" and "B" budget.
In the "A" budget we would get the customary appropriation. If funds were available, we would get the "B" budget, which included an added appropriation of some $800 or $900,000 to reduce the tuitions for Pennsylvania students. Later, the Governor called us to his office to tell us that he was going to give us the "B" budget. He knew what we had in mind for the long term. The "B" budget started us on the road. It enabled us to reduce tuition for each full time Pennsylvania student at a time when institutions everywhere were increasing fees. For each Pennsylvanian we reduced tuition by $100.

After this dramatically helpful act, Governor Lawrence said ... there isn't enough time left in my term to help to sponsor an act that would give Temple state relationship, which would give the State fixed representation on our Board of Trustees and provide capital needs at state expense." We would have thirty-six trustees, twelve of whom would be appointed by the Governor, and the Speaker of the House, and the President of the Senate. The other twenty-four would be a self-perpetuating body.

He encouraged us by saying "I haven't enough time left in my administration for this act, but you should get the support from ... you will get the support from the next administration."

Then, Governor Scranton, a Republican, came in. Naturally when parties change the successor isn't too anxious to pick up what was left over by a previous administration. However, early in Bill Scranton's administration, the State Council held hearings in Philadelphia on what the Commonwealth System for Higher Education should be. The City Council of Philadelphia, the Parent-Teachers Association of the Public Schools, University of Pennsylvania, the Committee of Seventy, the Chamber of Commerce, the Mayor, all came and read statements in support of this relationship which Temple sought with the State of Pennsylvania. There was only one person who spoke against it, and he was unknown to us; he was representing some parents' group, he said, from Villanova College.

After the hearings, which were orchestrated by us, Charlie Simpson, who was then the President of the State Council, called me and said .. "Well I guess we have our directions after those hearings yesterday." So the ball rolled in such a way that Scranton was fully aware of the support that lay everywhere, and he never objected publicly, or privately. I think he waited .. and wisely so .. to see just how the paragraphs read and how the constituencies responded to the issue. Finally the bill passed, with two dissenting votes in the Senate, and by a large majority in the House. You couldn't possibly get a bill like this through the legislature in Harrisburg now.
By that act Temple became one of the most important educational resources in the City of Philadelphia. We were able still to hold tuitions down. They are about $1100 or $1200 a year now. Since 1964 more than $300 million dollars have come from state and municipal sources for capital structures on our University campuses. And we still cater principally to a southeastern Pennsylvania population. We've expanded our professional schools to include the School of Social Work and Engineering. We now have

(WMP: Just one little question, if I may interrupt you. What was the source of political power that Milton Baker had?)

With Governor Scranton.

(WMP: But he had power on his own, didn't he?)

Yes, he did. Many claimed he was the person who put Scranton's name in the hat and helped in the strategy for his election. We would go in Milton's office and he'd call up the Governor and arrange appointments. It helped for the Governor to know that Milton shared our interests and goals.

(WMP: For the record, what position did Milton Baker hold in government or in politics?)

No official position.

(WMP: Nothing at all.)

No official position. He might have been an officer in the State National Guard but he had no official position in the structure of government in Pennsylvania.

(WMP: Well, what was his business?)

He was the Superintendent of Valley Forge Military Academy.

(WMP: That was it, yeah. I'm sorry.)

He was the Superintendent of Valley Forge Military Academy. And he'd gotten a lot of attention throughout the Commonwealth over the years ... some favorable and some unfavorable, as happens to every person who moves forward with an idea. He had a great gift for recognizing the important people and winning their favor. This is how he built Valley Forge, really.
After this act passed, one of our commitments was to keep tuitions low.

The Commonwealth System then began to take form. A subsequent act brought Pitt into the same relationship as Temple. Now in 1978, Penn State, Pitt and Temple work as a triumverate in what is commonly called the Commonwealth System of Higher Education. Last year alone, the appropriations to Temple from the State of Pennsylvania for operating expenses only, were $66,000,000. At 6% that represents an endowment income greater than Harvard's.

But if you took many land grant schools such as Michigan and Illinois and Wisconsin which get large appropriations, such income from the state represents a very significant endowment. Temple really moved dramatically when we went state-related. In 1963 our appropriation was 6,515,744. In 1968 it was 33,365,394 and last year it was $66,000,000.

(WMP: You went state related before Wachman got in?)

Oh, yes, before Anderson came in. This was my principle effort for the first six years of my administration.

As for the City of Philadelphia, Temple has become a very important human resource. Without this move, we'd still be a struggling institution and Philadelphia could be without a large University available to the people. I probably can best give emphasis to what the state relationship means to Philadelphia by quoting Steve Bailey, who was once a Director of the Maxwell School and an Associate Director of the Woodrow Wilson School at Princeton. In an interview in the late 50's he said that he had great sympathy and hope for the urban university in America. If the urban university cannot bring us from the chaos and uncertainty which surrounds our urban community, our society will be doomed. He said ... and he was on the Princeton campus ... "the Princeton and Harvards and the Yales can't do this. They are elitists in character. But the urban university deals with people on all levels and with many economic and social limitations. These are the people we must get into the flow if our society is to survive.

(WMP: This I'm very interested in. What I'm most interested in ... the land that's been cleared ... but a lot of it doesn't seem to have been used.)

About 1950, during Bob Johnson's administration, there was a constant desire on the part of some trustees to move Temple University out of the city. And this desire was motivated principally by an "Ivy League" influence for a campus somewhere along the lakes and with green. This was early found
to be an unreal attempt at the solution of our space problem. To move from Broad Street was to forsake the people we sought to help. Even though we bought one or two pieces of land - one here in Chestnut Hill, and twice we tried to buy the Cedarbrook Country Club - fortunately, these fell to naught. Then it remained for us to determine just where our main centers or foci for operation would be. We chose Broad Street, the Health Sciences Center, a mile north on Broad; the Tyler School is in Cheltenham Township, and the Ambler Campus in Montgomery County. But since then we developed a most representative type of activity for an urban university called TUCC ... or the Temple University Center City. It is an adult center which last year accommodated over 6,000 different enrollees. By these decisions, we cast our destiny with the city.

At that particular time we had evolving in our society, the Redevelopment Authority and all of the government aids to restore and rehabilitate cities. We found in Mayors Clark and Dilworth an intelligence, leadership, and staff expertise to bring planning and money to those whose status permitted participation in government aids. We were among them. We found in their administrations a most sympathetic attitude to the development of an institution, like Temple, within the environs of the city. It was then that Dilworth said "you are a public utility for us" - which meant that, if we were not there, this city would be pauperized, as far as higher educational opportunity was concerned.

Therefore, we found working with the Redevelopment Authority, to be very easy and understanding. Maybe principally because our demands weren't excessive. When I see how successful the University of Pennsylvania has been in closing some streets, I conclude that we probably weren't bold enough. We've never even been able to close 13th Street; we almost were there, but then the electorate changed mayors. When it came to closing Woodland Avenue, the University of Pennsylvania had no difficulty.

But the Redevelopment Authority and the Planning Commission had good liaison with Nolan and Swinburne, our architects, in sketching out what we now have at Broad and Montgomery and at the Health Sciences Center. We had decided to remain here. I personally was never terribly excited about moving to another campus, because I couldn't see how it could be done or how it would benefit the institution. You would create obligations for generations hence in buildings that were needed there and to maintain facilities for an in-town population. Running two campuses is costly.

(WMP: Well, who was pushing for a different campus?)
Bob Johnson and a few trustees were interested in it. Being on Broad Street with some 90,000 vehicles passing each day, and crowded in with a density of population, wasn't like walking on the Yale, Princeton or Harvard campuses. And I think there were one or two trustees who were real estate operators. They didn't want to profit personally but they'd helped to build a stadium for us and knew some things were possible.

The absence of grass and trees and so on, at Broad and Montgomery, and without the possibility of seeing what could be there, over the long-planning process, encouraged some to be sympathetic to moving the institution where there was more freedom of movement and the possibility for more buildings. But at that time we weren't in the state portfolio; therefore, even to get the buildings for any new location would require tremendous public support. And the base for public support for capital purposes for Temple was very limited, because, as I said before, there were other institutions in the city that had a prior claim to the financial support of a good many people.

When the decision was finally made to stay here, the Redevelopment Authority came to cooperate with us. Somewhere, someone has written that it was the Redevelopment Authority that persuaded us to stay; that's not true. The Redevelopment Authority was not yet functioning when some land parcels out of the city were acquired and others were sought. It was a recognition of reality by trustees and failure to have the other plans materialize that brought the decision to stay in the city.

This in many ways was a fortunate turn in the life of the institution. The first of which is, that it enabled us to remain truer to our founding principles. Temple has never departed from the idea that Dr. Conwell had almost 100 years ago to help the person who, without Temple, might be denied an education. Then, also, in so doing, to see that tuitions were kept as low as possible and programs flexible. All this was more possible if you were in the midst of population and transportation.

The Redevelopment Authority - Gus Amsterdam was chairman then - became very helpful to us when the architects developed campus plans for the Broad and Montgomery area with land set aside on both sides of Broad Street. The cemetery was ultimately moved from the west side and this became play fields and parking lots. Judge Alexander was helpful here. The transportation arteries were kept alive. For instance, Reading Railroad put up better facilities at the Columbia Avenue station. And the Columbia Avenue subway station is probably the most attractive station going north, if any is attractive.
In addition to this, we kept our focus on the total population. A city like Philadelphia needs a tremendous number of opportunities for people who are employed. Continuing Education is the growing member of our educational family and among the most useful of our enterprises. If we were away from the transportation arteries and away from the population, that segment would decline. So, in every way, Dilworth's general statement on our indispensability to Philadelphia conditioned the actions and thoughts of committees, commissions, and bureaus that were in government to be cooperative with Temple in doing what it could afford to do, and even helping them to afford it.

(WMP: How many blocks were cleared?)

Well, we went all the way from Broad Street to 13th Street going east; from Columbia Avenue to Diamond Street going north; and from Broad to 16th Street going west; and from Norris to Montgomery going south. This is a total of 61 acres of which 18 acres were made available through the RDA. In my time as President, we put about $164,000,000 in buildings on Redevelopment Land. And it was estimated that during my time, the total cost of Temple's new buildings and redevelopment land was above $300,000,000. Redevelopment was a very important part of this, you see.

(WMP: There's quite a lot of land that you've gotten. I guess it's your land ... that's not being used yet.)

There are no vacancies. Some were given up. As a result of strong black agitation, the Engineering Building doesn't occupy as large a site as first planned. Neither the space nor the design are what we would have liked. A housing development went on a compromise plot of land.

(WMP: Public housing?)

I'd say it was semi-public. It has government aid, but it is not fully public housing. The completed properties are bought privately.

(WMP: Was that because of ... to placate some of the people who were living there? They were all blacks, were they?)

Yes, even though none were displaced by Temple. In addition to the governmental agencies, I think we found a tremendous sympathy and high degree of cooperation on the part of the officials in city government. We've always experienced this ... Clark and Dilworth principally were extremely understanding. Tate was an alumnus of the Law School and ... was sympathetic ... but in a more limited way.
I think this continues. But I think the attitude ... the public attitude ... as well as governmental attitude toward higher education, is not quite as secure as it once was. I think there are probably reasons for this. One is that the demands from other groups have become so pressing that legislators must set priorities and in setting priorities, they look upon what they have done for education and don't consider its present plight as pressing.

I think probably it's difficult also to make a case for an ever expanding enrollment, because we don't have ever-expanding enrollments. We're beginning to be concerned now about a decline in enrollments. I lived through a time when you could even excite legislators to give increased support to fill up the holes when you lost students. But I don't think that appeals any longer.

(WMP: Well, have you about finished the development that will be forthcoming in the Temple area?)

Yes, I think that the enrollments will probably level off, and I think that the space needs, land and buildings at the Health Sciences and the Broad and Montgomery main campus will probably be fairly constant from now on. We need a new hospital and we'll probably get one in the years ahead.

(WMP: Will there be room for them up there?)

Yes. The land area is cleared and the new one will partially replace an old structure that will be razed. I should mention the kind of service the Hospital gives to the city. People wonder how a hospital like Temple University could get into an operational debt which was approaching $30,000,000. Well, it's in the most densely populated, underprivileged community we have in our city.

(WMP: That's right.)

We now have a public mind that you deserve hospital care ... proper care ... regardless of your status in life. The government hasn't yet shown a willingness to pay for it. Unfortunately, this burden is cast on the existing hospitals and those have a heavy load thrust upon them. If they don't respond they're subject to public notice and not very sympathetic treatment. Our present mayor, when he was police chief and we were talking to the city about getting more money or else we'd have to close our Hospital Emergency Service said in a public hearing - "I'll break down your windows and push the patients through your doors ... through the windows!"
We couldn't close Temple University Hospital. It's an essential health service for a whole community in North Philadelphia, as well as the citizenry of the entire city. Through the Dental Clinic a large community receives dental care. There are only two dental clinics in Philadelphia ... one at the University of Pennsylvania and the other at Temple. These two clinics carry a tremendous burden through free dental care, even though the free care they give is useful to them for clinical study.

In addition, the low tuitions and tuition supports given to a large portion of our student population, would not be available if we were not in the Commonwealth System. Our large black student population at the University benefits greatly by this tuition support. It's apparent that whatever the city, state and federal governments put into Temple is like "bread cast upon the waters." This will come back to them in other days.

(WMP: Was Temple essentially in the same category with Penn on the advantage of governmental assistance?)

Well, the University of Pennsylvania doesn't get as much state aid. They get less than a third as much as Temple gets. Their tuition income is higher - present tuition is approximately $4,500 compared to $1,100 at Temple.

(HMcM: $4,825)

That's almost $5,000. When you add that tuition income to their state aid, plus their income from endowments, it gives them three important sources of support. Temple has two; a minimum tuition income and a very large appropriation from the state. There are no other low-tuition institutions in southeastern Pennsylvania, except for the Ogontz Center of Penn State and the Community Colleges.

What didn't I cover? I think we went around the horn in many ways.

(WMP: What didn't I ask?)

I should add, also, that there are some offerings at Temple, that are our particular contribution to the city of Philadelphia because of the time of day they are available. Let me give you an example. When I came to Temple in the thirties, there were institutions in the area - Walter Phillips is an alumnus of one of them - that would not transfer any credit from an evening school or a summer school.

(WMP: Wouldn't accept it, you mean?)
Yes, wouldn't accept it. Evening schools were taboo. So that all the night school students at Temple could not have transferred credits because most Ivy League schools believed you could only earn credit when the sun shone!!

I'm citing a significant difference here; this is the difference between an urban university and the old concept of elitist education. Another Temple contribution is through a night Law School which has been in continuous existence. From it have come many jurists and some of Philadelphia's most distinguished attorneys. Some elitists in the ABA sought at times to refuse accreditation to Evening Law Schools. Fortunately, their views never prevailed.

In addition, the University has always had a very flexible plan for the financially burdened student to pay tuition on installments. They've become a little firmer about this in recent years, but we had a long history of having one officer who did nothing but take care of the installment payments on tuition. This made it possible for this youngster who had limited means to stay in school. Now such students have many more aids built in; the federal government has a tuition support plan. Our Pennsylvania plan for student assistance for higher education is very good. Each session of the legislature provides tuition support appropriations for about $60 million dollars for middle and lower income families.

(WMP: What percentage of your student body is from the black community?)

I would guess that it's somewhere around 16 or 17% which is higher than the population of blacks in the total society. Approximately 50% of our public school enrollment in Philadelphia is black.

(WMP: 50%)

It is in dealing with this large population which has problems of acculturation and sustenance that Temple makes a major contribution to Philadelphia.

(WMP: One more question about your location. Does it affect your student body getting to and from the area ... 'cause there is some ... crime, isn't there?)

Well, yes .. but interestingly enough, we have had no major problems in our University neighborhood. We are as safe here as in any other section in the city. We are now preparing a master plan to improve the lighting, landscaping, and the total environment on two campuses - Health Sciences and Broad and Montgomery.
Whereas fifteen years ago, many folks who lived in isolated and less populated areas looked upon the inner city as the place to be, where the action is, and where one can best learn to purvey whatever medicines he has for the improvement of our social ills - whether it was in a seminary or a graduate school . . . go to the city, that's the problem solving area. Now more people seek to avoid it.

(WMP: Wasn't there a thing called the North Philadelphia Congress? What role has Temple played in that?)

I don't know what role they play now. I don't really know how active the Congress is. The Congress sought to provide stable leadership, direction and support for a variety of community enterprises. The University sought to develop a model role for hiring practices and admission policies for blacks. This it was able to do and has done because of the influences history and location. One of the vice presidents at Temple, Bernie Watson, is a black man who was a very highly regarded Assistant Superintendent of Schools in Philadelphia. The Chairman of our Political Science Department, Harry Bailey, is a black man. He is a charming, thoughtful and aggressive person. The new Dean of the School of Social Administration is a black woman. When I go to the faculty lunchroom, I am amazed at the number of black faculty members I meet there. Age, as well as statistics, enable me to assess the progress higher education has made in meeting the problems of the blacks. It is spectacular. Temple has reasons to be proud, but on a broader front much remains to be done.

(WMP: It's very important, isn't it. I understand the percentage of the population is going more and more black. To have gotten Wachman up there, with his experience at Lincoln, I guess was a good thing, too.)

By experience he was excellently prepared to go on with the commitment Temple has had throughout its history to develop program and practice so that no portion of our population would be deprived of an opportunity for personal growth and development in areas of personal choice. The educator has always had problems but they are much more severe now. Inflation outruns income, shifts of demand for areas of employment, and population decline are among the uncontrollable ones. Recently Dr. Niebuhr shared a demographic study for Pennsylvania and Philadelphia. Between now and the year 2000 the population of college age youths in Philadelphia will decline by 40%. This will impose a tremendous budget problem upon local institutions which have sizable commuter populations. Temple, LaSalle, St. Joseph's and Drexel are such.
(WMP: Is Drexel now a general college? It was sort of an engineering school as I remember.)

It's a university now. In addition to engineering, it has liberal arts, home economics, business, and a graduate school. I think Drexel has done remarkably well with their educational and physical development. I like the way the architects held to a similar color tone for all new buildings.

(WMP: That's right. It's nice to walk through. Drexel also has the program of work-study, so that you can earn a good bit of your expenses as you go along.)

Throughout their history their co-op program provided a popular and practical educational offering. In the last ten years, Drexel has matured remarkably, I think, as an institution. They concentrated on one campus. We, on the other hand, were opportunists in securing locations and adding offerings. They were almost always in the vicinity of Philadelphia. There are three campuses within city limits. The main campus at Broad and Montgomery; the Health Sciences and Hospital at Broad and Ontario, and Temple University Center City at 1619 Walnut Street. The Tyler School of Art in Cheltenham Township is on a property given to the University by Mrs. Tyler and the Ambler Campus is on a two hundred acre tract which formerly was the Pennsylvania School of Horticulture for women. This unit has residences and last year enrolled more than 4,000 students in graduate and undergraduate programs.

A word about TUCC is necessary because I consider the downtown unit at 1619 Walnut Street, which is commonly called TUCC or the Temple University Center City, as representative of the kind of activity an urban university should engage in. Here they offer custom-made courses for adults ... some degree, some non-degree. They are flexible in times for meeting and length of program. Last year they enrolled 9,000 students in short term and regular courses. One of the interesting programs at TUCC is Stage 3. The graduate students in the College of Communications put on noonday plays for the brown bag lunch people who come in free. They've gotten very good reviews. You didn't go to the brown bag lunch theater, did you?

(HMcM: No, I was at the evening division at Ambler.)

(WMP: Well, you're still doing things over there. I don't know whether you've explained it. You said things that made me realize that you're still doing things.)
At the present time my title is honorary, but I like to use it because it sounds very important. Most people have to ask you what it means. My title is Chancellor. It carries all the perquisites of an office, but I'm not called upon to do anything. I have to tell an interesting story.

Another retired college president in the area, Don Hellfrich of Ursinus College, also has the title Chancellor. He was standing with a group of alumni one day when one of them asked, "what does a Chancellor do?" He looked at him very sternly and said ..."why, you dummy, he chancels, don't you know that?"

(WMP: What do you really do with your time up there.)

Well, now I have a chance to get an overview of what an institution should do. But aside from that, I continue my association with many organizations, such as the Diagnostic and Rehabilitation Center. This grew out of a study of Skid Row when its relocation was imminent. Some members of our psychology and psychiatry departments counselled with the City and the Redevelopment Authority on a resettlement plan.

(WMP: Harry Batten was quite interested in all that.)

Yes. The outcome was Diagnostic and rehabilitation Center which not only resettled the skid row population but grew into the most active city agency for counselling and rehabilitating addicts. The Board is strong and active and the agency's work is essential.

Dilworth appointed me to the Board of the Free Library, and I've enjoyed that connection very much. I should like to add that, in addition to the educational resources that institutions like the University of Pennsylvania, Temple University, LaSalle, Saint Joe's and Drexel contribute to our city, the University of Pennsylvania and Temple University are first and second in the number of college attendants employed among the industries of the city and third and fifth in numbers of employees.

(WMP: Oh, really?)

Because of their advanced learning, the wages of alumni employees in the city should be higher and hence an increased tax resource. Even more important is the enrichment of our human resources and good that results therefrom for all our people.
INTERRUPTION ON TAPE (This section includes a question on the acquisition of Monument Cemetery)

It would be interesting to interview Sadie Alexander. Her husband helped us to get the monument cemetery.

(WMP: What could he have done to help you on that?)

There were no recent burials, upkeep had lagged, the fences were down, and some people were attacked in the cemetery. Tombstones seemed to be good hiding places. Twice we responded to inquiries from the corporation for its purchase. The price seemed too high. When we became partners in Judge Alexander's actions, we were enabled to buy the land with a proviso that a corner be leased to the city for a playground. Play fields and parking now occupy the area. The bodies which were not claimed were carefully exhumed and reinterred in a Lawndale cemetery. A city of the dead the size of Doylestown was relocated respectfully.

(WMP: I think the Housing Authority took a number of ... a couple of cemeteries for housing projects.)

Yes. In Pennsylvania, it's very difficult to move a cemetery ... and rightly so. Well, thank you.

(WMP: Great to see you. You did a good job.)