

002 June 20, 1984 Interview Jay B. - president U.A.F

008 Born in Chicago, 1922 from there -> Batavia, Ill. 1929-30

020 Earliest memories - Big Rocks on Boat Harbour - Belmont Harbor

027 Father - ~~worked~~ Peoples Gas, Light & Coal, Co.   
 <sup>Personel Director of Employee training</sup>   
 Engineer

034 Mother -> Artist trained @ Chicago Art Institute

045 <sup>she</sup> opened commercial art office in Chicago (1919) - c Helen Hockenson

~~055~~ 057 Father trained in Engineering @ University of Missouri (graduated in 1919)

058 Roots in Missouri - both Mother/Father's family from there

064 Father graduated in 1912 - then got ROTC commission (served in war)

067 About 7 when moved from Chicago - so grew up in small town - not urban environment

070 But spent a lot of time in Chicago - knew it well

080 Big windmills (Batavia)

085 Grammar School + HS in Batavia - U. of Missouri

~~086 U. of Missouri College prep~~

095 ~~Parents~~ Family grew up books etc -> influenced academics <sup>me + brothers</sup>

113 eclectic reader as ~~young one~~ youth

120 Mother really wanted academic career -

136 2 brothers - 1 1/2 yrs. younger; 14 yrs. younger

140 At U. of M. had targeted science

148 before war - Chem/Bio - after war Chemistry (fastest way)

150 entered Grad school as zoologist ~~at U of M due to Mazia~~ taught cell biology

152 Grad school due to <sup>Dan</sup> Mazia - cell biology - brought everything together

166 ~~Mazia when he lectured gave insight~~   
 Mazia gave insight when he lectured - that's how it should be

172 Lecture should show how mind works

183 learned what intellectual life is and that he wanted career as scientist

190 other influential professors/scientists

205 ~~relationships~~ Relationships of scientists - ~~their~~ to themselves/their work

217 Barton held 1st ~~for~~ fellowships to support training of scientists

230 <sup>Experience of</sup> Wood's Hole in summer (before - during war)

258 in 1950s science became matter of natl. policy

280 Import of placing science in perspective

287 -> Science = habit of mind - not product or method

Mazur

- 298 finished PhD @ U of Missouri
- 305 Exciting time for biology - Δ
- 315 First course @ Columbia - chemical biology  
rewriting nature of biology
- 335 Watson - habit of mind
- 362 @ that time - people's idea of nature totally ding
- 367 not until after wood's ~~book~~ scene become big business - Scientists became technologists
- 377 Columbia was 1st appt. after Grad school
- 393 <sup>Philos. towards</sup> Grad students @ ~~U of~~ Columbia  
1st course = what would express view of science
- 429 Invited to ~~set~~ or Columbia's permanent staff - taught contemporary biology

Side 2

- 007 Got interested in teaching - Met Dean Chamberlain - ~~from Tom Jones~~
- 010 - Met ~~Dr~~ named Tom Jones - prof. Ehrham college - got invited at - declined
- 012 - Dr. Gross - St. Joseph's college
- 020 About a year later went at, decided it was healthier to raise family out of NYC
- 025 Also interested in Catholicism
- 030 ~~St. Joseph's wanted~~
- 046 1955 → went to St. Joseph's - along w/ other young people
- ~~060 After a while he keeps~~
- 062 left after began to compromise
- 064 PHS supported his research @ Columbia  
NFS
- 067 Physiology of cell nucleus = research
- 084 Built community @ St. Joseph's, both physically + mentally
- 090 <sup>used</sup> Ford Foundation grants to build the community
- 125 What holds a community together is ~~shared~~ <sup>allegiance to</sup> common myth' aka goals/objectives
- ~~135 to date.~~
- 141 More difficult to achieve @ this time, with a larger school
- ~~165 what motivates~~
- 174 has used policy/objective of common myth in administration - 1st yrs. @ W. Va. = create myth
- 190 left St. Joseph's worked under grants from NSF to study College level Ed focusing on biological sciences  
in Wash., D.C.
- 198 - role in that position

216 result of study - Commission founded to teach biology as it is -

232 at that time - very medically oriented biology program

247 imp. to discuss common origin - that that identified unity

257 ~~stated fact for~~ discusses Juv. <sup>wife</sup> Biology program - unity of bot. + zoo.

270 left St. Joseph's → get back to public education

282 Had ~~app. to~~ Went to W. Va. - to be chair of bio dept.

287 implementation of 2 year study was major challenge @ W. Va

320 At U. Va. started T.V. bio. program → give everyone best we can offer

335 W. Va. → good very nice experience (reason for going there = politeness of people)

346 T.V. lessened personal approach - needed more people involved

368 point is, people learned biology

385 I have to concentrate on fact that few people are good scientists, even fewer are good teachers

386 in public schools - few good teachers

395 How do we compensate for mediocrity in classroom? Raise quality of instruction?

~~400~~

420 Framework in which you're placed as imp. as education itself

433 end

Tape 2, Side 1

002 Chairman of Biology → Provost for Instruction in 1968 through 1977 (under Jim Harlow)

~~010 Under Jim Harlow~~

015 Jim Harlow + his system of management

027 concept = 1 commanding general - had to have sophisticated staff work

038 essentially ran a team - each part of which was to run an institution

052 Modified through the years - gradually in charge of anything related to academics

059 Had a budget + planning team

066 trying to show that administration + academics not in conflict, but part of same team

070 ~~it works~~ It was never very successful ~~there~~ here - Sherman couldn't work

090 ~~Did~~ manage to pull Chancellors in as part of team

100 brought from W. Va. conscious dedication to planning and decision making

104 Environment @ W. Va.

- 138 Developed planning on grass roots level
- 150 created ~~agreement~~ an effect book - so that had an agreed upon estimate of past
- 155 decided on goals
- 165 at present, in process of carrying out
- 175 All part of myth building
- 186 looked at assumptions - to agree on shape of future
- 195 with these tools, manager has tools
- 207 Took 2 Planning cycles to become organized + systematic
- 245 level of authority over all activities: research, instruction, service focused on individual - when deans have it -
- 260 Get individuals responsible for what happens in all facets of Universities
- 268 Each decision has to be informed decision
- 275 human condition appears to be adverse to planning process
- 288 Goals may be very broad; objectives must be quantifiable in order for things to ~~work~~ <sup>be useful</sup>  
(aka highly specific - ∴ limited)
- 295 better than 'blue ribbon approach' which demoralizes morale
- 305 ~~have to get~~ Deans <sup>with small grp. of</sup> to see selves as <sup>less</sup> competing entities - let them work together  
<sup>possible to get them</sup>
- 325 Harlow was probably incentive for him to get into administration
- 330 Chinkapin Oak
- 353 that part of President that worried about the instructional aspects of the University
- 363 would not have responded to a formal invitation
- 381 End