

**INTERVIEW WITH LESTER PALDY
FORMER DIRECTOR OF CONTINUING EDUCATION**

October 3, 1988

Dr. Hartzell: Give your background under 1 a little bit.

Lester Paldy: Well, I currently serve as Professor Technology & Society in the College of Engineering and Applied Sciences, and I am also the Director of the Center for Science, Mathematics and Technology Education. I have been doing that now for the last four years.

Dr. Hartzell: Four years.

Lester Paldy: Yes.

Dr. Hartzell: Is that right. And before that.

Lester Paldy: Before that I served as Associate Professor in the same department, Technology and Society and at the same served as Dean of Continuing Education for the previous eight or nine years with some time off for service in Washington at the National Science Foundation.

Dr. Hartzell: I see, okay, and your name.

Lester Paldy: Lester G. Paldy.

Dr. Hartzell: All right, what year did you come to Stony Brook?

Lester Paldy: I joined the freshman class at Oyster Bay in September of 1958.

Dr. Hartzell: 1958, the second year.

Lester Paldy: Yes, I was in the second year. I was 24 at that time and had come out of the service and was very much attracted to the campus because of the environment I saw there; it was such a complete contrast for me from the mud of Asia

Dr. Hartzell: Asia.

Lester Paldy: I had served in Korea.

Dr. Hartzell: You served in Korea.

Lester Paldy: And I was ready to go to school at that point. I enlisted in the service when I finished high school and served for not quite six years. I came out of it knowing that I wanted to go to school and thought Oyster Bay would be a fine place.

Dr. Hartzell: Where were you living, here on

Lester Paldy: I lived on campus. I was born and raised in New York City. I had gone to Stuyvesant High School, studied a lot of mathematics and physics there and knew I wanted to do something in science but I had that time-out period for the service, so I read in *The New York Times* somewhere, I think I was home on leave once in 1957 and read in *The New York Times* that a small college was going to be started at Oyster Bay that was going to focus on the training of science teachers and that was something that I always thought I might like to do. So I came around, perhaps it could have been in the summer or fall of 1957 and met Alan Austill and Austill said when you're ready, come on back. So I applied the following year when I left active duty in May of 1958 right after the Lebanon adventure, I got ready to come to school and did. I came in September 1958.

Dr. Hartzell: Lebanon adventure.

Lester Paldy: The United States intervened in Lebanon in spring of 1958.

Dr. Hartzell: All right.

Lester Paldy: One of many interventions, that one was relatively famous. It was the attractive of the physical environment really. I didn't know a great deal, I had never been to college, I didn't have any connections with the college of any sort, and I really wasn't in a position to make judgments about the quality of the faculty or the curriculum or anything else, but it was the charm of the physical setting which seemed so attractive to me; I just wanted a place where I could get some solitude and study for four years.

Dr. Hartzell: Uh, huh, good, okay. You have answered three, and you've answered four, I think. Austill interviewed you.

Lester Paldy: Yes, a very informal talk. In retrospect I think he was interested in getting students that seemed to have their heads screwed on right and building a school.

Dr. Hartzell: And you've really answered six too, I guess, can you add anything.

Lester Paldy: I'm not sure I can add much. Again, I want to stress how much impact the physical setting had on me at the time, I had no other measures. Of course, I didn't talk to many of the faculty, as I recall.

Dr. Hartzell: You were 24 then.

Lester Paldy: I was 24.

Dr. Hartzell: You were older than most of the students.

Lester Paldy: Yes, and I had a war behind me and I knew pretty much exactly what I wanted to do.

Dr. Hartzell: Okay, this set of questions

Lester Paldy: I can tell you some of my other first impressions. I'm sure I didn't have the faintest notion what the creative issue was for Stony Brook in 1958. I had nothing to calibrate it against. But my first impression, if I recall, was the orientation in September of 1958, introduced me to Sidney Gelber, I was in his orientation. And I remember how charmed I was by Sidney and it more or less confirmed my desire to come to Stony Brook, that was a marvelous experience, that introductory period. There were other people who I met early on, like Merrill Rodin, who was a member of the humanities faculty then, and he made a great impression on me as a teacher.

Dr. Hartzell: What was he like, because he's thus far, while I've interviewed, he's a name only?

Lester Paldy: I see, I think you could probably track him down, and I think Leonard Gardner probably knows how to get in touch with Merrill Rodin, he's in the midwest somewhere. In fact, it would be great to Merrill back for a reunion sometime. In fact, I even offered to someone, I said I would buy him an airplane ticket if they would track him down and invite him. I'm not sure anyone followed through though. But he was a great teacher. He taught a humanities course, and we did a lot of writing. We read all of the obvious great books. I had never heard of the great books program before, and I didn't even know I was in it. All I knew was that I was reading Thucydides and a lot of

this and finding it fascinating. And Merrill was infinitely patient, correcting people's writing and working with them to develop the insights that were needed. He was a great teacher. I would say Merrill Rodin made an enormous impression on me at the time, as did Cliff Swartz in Physics. At the same time I was working in the Natural Science 1 course with Cliff and Francis Bonner and others, more or less reinforced my desire to study physics. It just was a great experience all around.

Dr. Hartzell: You graduated in 1961?

Lester Paldy: 1962, May of 1962.

Dr. Hartzell: So, you saw the evolution toward departmentally oriented

Lester Paldy: Yes, I'm not sure I could have articulated it clearly at the time. In retrospect it is very clear what was happening. As far as I was concerned, it had no negative impact on us at all. We still had small classes; we still had, for the most part, people who were good teachers, so that coming emphasis on specialization, departmentalization of research really didn't affect us very much at all. I guess we were fortunate we had people who were very good physicists, for example, in my own group. I had Leonard Eisenbud for three and four of my courses, I think, and having a class of four or five or perhaps ten people with someone of Leonard's quality was just a remarkable experience. So we benefited both ways, I think, from the small classes and from the quality of faculty, who were attracted because they thought that they would be building another school later.

Dr. Hartzell: To what extent were you involved emotionally or intellectually in the gradual split

Lester Paldy: Well, we saw it happening. I didn't fully appreciate it at the time. I remember feeling, well, I was mainly interested in absorbing as much information as I could, so I was only peripherally connected with campus politics. There were some students who were much more politically active than I was.

Dr. Hartzell: Who were some of them?

Lester Paldy: Oh, people like Mary Lou Lionels, Rosemary Capone, these were people who were very close with Alan Austill and some of the others, and they got emotionally caught up with all of it.

Dr. Hartzell: Do you remember Judy Sheps?

Lester Paldy: Yes, I remember Judy, sure, she was also active, politically active. I remember the, when was it, 1961, when there was a study stoppage or a student strike of some sort. I didn't have much patience for that; I thought they need not go to class if they didn't want to, of course, but I did. It had nothing to do with my feelings about Alan Austill or the way he was being treated, or Leonard Olsen or anybody else, it was just that I was tremendously pressured with trying to learn all of this information and kept on studying. I was not unsympathetic. Alan Austill was a superb administrator; you could always go in and talk to him at any time, very accessible; I had a very high regard for Alan. I never knew Leonard Olsen really. Leonard was a really much more distant figure to me, so I really don't any feeling of the measure of the man or the nature of his contributions.

Dr. Hartzell: Do you have any feeling for Lee?

Lester Paldy: No, none whatsoever. I think if I met him once or heard him speak once at some larger session, but I had no feelings one way or the other.

Dr. Hartzell: All right. You were gone before I got there. I came in September 1962. All right, when did you come back to the campus?

Lester Paldy: I rejoined the faculty in 1967. I started as, I guess I was a part-time instructor in the Department of Physics, working with Cliff Swartz. I came back, Bentley Glass really arranged it, I guess. Bentley was starting a school of continuing education, and he had envisioned creating teams of people with school experience, which I had by then and faculty who had worked on the development of refresher programs and reeducation programs for teachers in particular, but others as well. So he thought I would be a good person to work with Cliff. He invited me to come back, and I did.

Dr. Hartzell: How did he know about you?

Lester Paldy: Well, I kept up my connections with the Department of Physics. I had been teaching high school physics at Cold Spring Harbor and was close enough to the bio labs. I think we had some peripheral contacts there when Bentley was coming through the bio lab or something, and I knew the people at the bio lab quite well. Most of their children were my students. And I had always made it a point to bring my students out to Stony Brook to Physics colloquium for three or four times a semester perhaps, so I was still pretty well integrated with the Physics Department. I must have looked like a reasonable candidate when they were looking for someone with school experience to come back and work with Cliff and with Bentley.

Dr. Hartzell: Did you ever have any connection with the principal Francis Roberts?

Lester Paldy: Oh, sure, Roberts was the principal at Cold Spring Harbor High School who hired me when I started there.

Dr. Hartzell: I see.

Lester Paldy: And, of course, then later he was to come out to the Three Village School District.

Dr. Hartzell: I was on that search committee, and I was the one that put him in to the last six to be interviewed even though he was no superintendent.

Lester Paldy: I see. Well, he was a superb person. I still see him socially, very gifted.

Dr. Hartzell: He's back there now, isn't he?

Lester Paldy: He's back, he's Superintendent of Cold Spring Harbor District. He made the usual odyssey from Long Island up to Yale for a while, then down to the National Endowment for the Humanities for a couple of years, then back as Superintendent.

Dr. Hartzell: I see. And Bentley's writing a history of Cold Spring Harbor.

Lester Paldy: Yeah, the bio lab, yes, I know. So I have benefited enormously from my contact with the University over the years and the people I've met. The Oyster Bay period was a very rich period in my life, for which I am most grateful, but the faculty are

now beginning to retire in significant numbers so probably within the next five to ten years I would imagine most of them will have been retired except for the very youngest at the time, those would be people like Ted Goldfarb and Bob Schneider.

Dr. Hartzell: Right. All right, now, I'm interested in what you can describe of the period when you first rejoined the faculty in 1967 on to 1978 or something of that sort. Quality of student life, quality of faculty life and relation, student-faculty relations, the projection of the purposes of the institution, how well they were understood locally, and if you have any connections with Albany, that kind of thing. In other words, if you were going to write a history of Stony Brook, what would you include.

Lester Paldy: Well, taking the last question first, it's easiest, because I never really had any connection with Albany with that part of the apparatus at all. I may have had an occasional letter to the State Education Department, but I had virtually no contact with SUNY. I think that I would have been hard pressed to identify any of the senior officers in SUNY central administration. I think they just weren't in my orbit. When I joined the faculty in 1967, it was a very freewheeling place. You could do anything, really. If you had an idea, you were given free rein. Johnny always went out of his way to be helpful, if I needed help from him. Alec Pond, all of them were eager to build the place up and they turned me loose on it, and I don't recall them ever telling me I couldn't try something, and that was all I asked for. I really liked the free rein, the enormous atmosphere. We were not, I mean I as aware of the problems that the campus faced in terms of construction, lack of cohesion and all of those things. But as an individual faculty member just trying to get started with a faculty career, that didn't bother me at all. I thought it was all a lot of fun. We were out hustling for grant funds from NSF and trying to build programs and teach, develop new courses, so it was all a lot of fun. I never had any

Dr. Hartzell: Your connection was with Engineering or with Physics?

Lester Paldy: With Physics at the time. But I was heavily involved in, I wasn't doing research in Physics, I was helping to develop these programs that Bentley brought

me out to develop in the Center for Continuing Education with Physics contributions. So the CED program was virtually incoherent at the time. It was a nightmarish thing with no real effort to control the quality of the experience, whether administrative or academic, by the way. It was quite common for a registration session to consist of having two or three thousand people milling around on the floor of the Gymnasium. The academic part wasn't much better. There were classes being taught by TA's and very little faculty input. They were trying to build it. People came flocking in, because it was the first program of its type, and the administration really hadn't paid enough attention to getting it in good order.

Dr. Hartzell: Who was heading it up then?

Lester Paldy: Well, the first Director of CED was Charlie Walcott. Charlie put up with it for about a year or so, then went back to Biology and left it. Then they had a succession of other directors, and the administration wasn't paying enough attention to it. The thing was going downhill very fast. They had many thousands of students, but the quality of the experience was very uneven. If you happen to find yourself with a good teacher, for example, a good faculty member who took it seriously, you could have a terrific experience in CED. But those were improbable, I think, or many of the courses were taught poorly. So trying to get that, to make some sense of that, trying to do a good job on our part of it really occupied most of my time.

Dr. Hartzell: And it was from there that you gradually became or were finally selected to

Lester Paldy: Well, I had served on a number of committees, and I complained once too often, I guess, and they essentially said, now it's your turn, Buster.

Dr. Hartzell: Right.

Lester Paldy: I tried it for a while.

Dr. Hartzell: Well, I was a section hand under Bentley for at least one year, possibly two, in his Science and the Nature of Man, and I always was a section hand for Tom Altizer in one of his courses for a year.

Lester Paldy: Well, that's what I mean. Once you have a terrific experience with someone like Bentley or Tom Altizer, I suspect, or yourself -- although I didn't know you as a teacher at the time -- but there were other courses that really had, it seemed to me, to lack academic coherence, had no substance. But that was the problem, it just grew too fast, they tried to do too much without putting in the proper control system.

Dr. Hartzell: I was certainly disappointed with the quality of the teachers that I had. Some of them were all right, but I would say that 40-50% of them could hardly write a decent sentence. All right

Lester Paldy: Faculty morale, as I say, of course, the war was upon us by then, and that influenced things a great deal. But in some ways, the sense of community was much with us. At the time I recall having, I don't know what it was now, probably 1968 or thereabouts, 1969, with essentially a large communal faculty meeting in the Gymnasium, where the administration addressed the faculty as a whole or as many as it could pack in to the Gymnasium. I don't think that the University Senate was organized quite the same way as it is now. It was much more spread system, it may have been, I don't recall exactly, but it could be that every faculty had one vote, and people voted at community meetings of that sort. So that was all exciting at the time, and you had a sense of being very much a part of society in which we lived, subject to all of the tides of emotion, all of the currents that ran through it at the time.

Dr. Hartzell: You were there at the time of the invasion of the campus by Suffolk police.

Lester Paldy: Yes, I never paid much attention to that. I thought it was all foolishness, and figured that it would go away. Of course, it gave us a reputation that was rather undeserved, I'm afraid. But it showed characteristic poor judgment on the part of County authorities, it seems to me.

Dr. Hartzell: Well, there were political motives behind it.

Lester Paldy: I'm sure. I never felt that drug usage or anything like that was more prevalent on this campus than it was anywhere else in the society as far as I could see. Since I wasn't a user, it's hard for me to, I have no data to support that, but

Dr. Hartzell: Well, I remember, this was before Johnny came that we had one problem with in connection with the police. It happened on our grounds, they burned a little shack here on the campus, and when I went over to Hauppauge at the time, I was standing around and we were talking about drugs and I said, as far as I knew we had no problem at that point. He said, well, it's coming out to the Island, it's in the high schools and you'll have it pretty soon. He was on the narcotics squad.

Lester Paldy: Well, I'm sure he was right. I had been told by students at the time that it was easy to purchase drugs of various kinds. There were dealers there in the dormitories who would sell things to you if you were a buyer, but then why would that surprise me, why would it be different, we have in effect a small town out here with 15 or 16,000 people coming through. Why would one expect it to be different, particularly given our proximity to New York City and the culture. I guess I would notice it occasionally, there would be students, an occasion student in class who didn't seem to be really with it all, and one would speculate about whether drugs had anything to do with it. We rarely inquired further.

Dr. Hartzell: Well, now let's see. I think a general question is about the extent to which your own career has developed here on the campus to your satisfaction or have there been problems with it, how far away from the original point of your compass have you gone, have you stayed with it pretty well?

Lester Paldy: I think I've stayed with it pretty well. I found my work here at Stony Brook to be enormously satisfying, and I have no serious complaints about the amount of, I've always been given a tremendous amount of freedom, and that to me is exceptionally important. Freedom to make mistakes, I've made a fair number of them, but if I had ideas, I've been given a free hand and that to me is what the University is all about, so I've broadened my interests, I think, I started out with a rather specialized interest in the

teaching of physics, for the last fifteen years or so I've been involved in arms control issues of one kind or another, spend several tours in Washington with the National Science Foundation, getting involved with public policy formulation in a variety of ways, and that's been very satisfying to me and unrelated to what I do. But the combination of work in Washington and at Stony Brook has been very, very helpful for me.

Dr. Hartzell: National Science Foundation public policy, to what extent have they been involved in it?

Lester Paldy: Well, formulating public policy for science and engineering education in the United States, they have a primary responsibility via the National Science Board and its committees, for example. They essentially formulate policy for the Foundation, and then the Foundation carries it out subject to the political dictates of the current administration.

Dr. Hartzell: Was Lee deBridge involved at the time you were there?

Lester Paldy: No, by that time I think he had retired, I never knew deBridge, I've seen his picture in the Board Room, of course, but I never had the pleasure of meeting him. I would say we've had a number of people at Stony Brook working with the National Science Foundation in one capacity or another, whether it's visiting scholars, in effect, which I was, rotating personnel or people go and spend several years in the Foundation and then come back.

Dr. Hartzell: Who were some of them?

Lester Paldy: Well, Arnold Strassenberg for example who's there now, yes, he's finishing a three-year tour. Arnold Feingold from Physics spent some time there. Bob McGrath in Physics, John Thorpe in Mathematics who's now left the campus, I guess. But we've had a number over the years. Of course, many of our faculty have served on review committees and do the usual things that researchers do in connection with Foundation work. But I spent two tours there, in 1970, 1972, 1973, then again in 1983, 1984.

Dr. Hartzell: Leland Hayward was he gone by then?

Lester Paldy: He was also gone by then, yes. So for me the combination of opportunities to serve in Washington and here at Stony Brook have been remarkable. I think they just fit my own interests so precisely. Had I been dealing the cards, I couldn't have dealt them any better myself.

Dr. Hartzell: That's good. What do you think is the future of the Harriman College?

Lester Paldy: I'm not sure I can really give you any deep insight into Harriman. I know the current Dean somewhat. My son finished a degree at Harriman just this past June, and while my son was here I made it a point not to get too closely involved with the college. I'm in the same building in fact, but I didn't want to insert myself in that loop as long as my son was around; so I really don't have any deep insights. I'm sure it's needed, I think that interest in management and business will not go away, that we ought to have as good a school as we can, whether it should be deflected from its original public sector focus is a matter on which I'm not really qualified, I think, to comment. I don't have any deep insight into the strategy for the development of the management school.

Dr. Hartzell: Who is the Dean now?

Lester Paldy: Gerrit Wolf, Harry Weiner was the previous Dean, and Harry's still around. I'm sure Harry, you'd probably have some fun by talking with Harry and with Gerrit and some of the others. But for me it's been exceptionally, well, it's been a wonderful opportunity because I've come back and have the privilege of serving as a colleague with people who were my teachers in many instances; of course you see them in different lights, but satisfy, gives my professional life a certain coherence and fullness and sense of continuity that I think I am fortunate to have.

Dr. Hartzell: You grow up to ultimately to become an equal and be accepted as an equal to your professors. Well, you were older than, I remember that transition in my own case where, my mentor was Crane Brinton at Harvard and I assisted him the next year, and he was a senior tutor in the society of senior fellows. And I remember coming back to some of the dinners, no longer a student. Well, now let's see if there is anything

else, is there anything else that I ought to, what do you feel you have accomplished in particular in the development of the institution?

Lester Paldy: I guess I invest a lot of effort into my teaching and I find that very satisfying. I think students respond appropriately and I think I've worked with a group of students over the years who've gone on to do important things in their own light, in their own rights, that's probably

Dr. Hartzell: A good test of a teacher.

Lester Paldy: I suppose it's a good test, so I think that's probably my most important accomplishment really. I've labored like others trying to contribute to the administrative efforts around here, improving CED, trying to make that a more coherent, satisfying experience for students and for faculty with mixed results. When I left I saw lots of things that I hadn't managed to do anything about despite effort, on the other hand I some signs of progress too. So those two things I think, I had a lot of fun, and I continue to learn a great deal from the people with whom I've worked, that's important to me. Managed to do a few things in Washington, I think, that had some sticking power.

Dr. Hartzell: Can you be specific.

Lester Paldy: Well, we helped, I wrote a set of policy analysis that led to the institutionalization of particular NSF program activity that has now become an accepted way of doing business, a program that required universities that were seeking NSF support to improve school programs to develop collaborative relationships with the schools rather than just sitting off and dispensing manna from on high. So that was satisfying to me to have that impact. Since then I more recently had a chance to write about the necessary connection between NSF research programs and education programs, and I think that's been received, not unanimously, by the people down there but by the Director of the National Science Foundation has told me that he was going to try to implement some of those ideas in NSF policy in the future, that kind of thing is rewarding, so if you think that you can influence the federal mammoth to take a small step in a meandering direction for a change, so that was fun. I've edited a journal for the

last ten years, Journal of College Science Teaching, in which I've had a lot of fun, a journal devoted primarily to undergraduate instruction in the sciences, with articles written by people talking about new courses, new curricula and new formulations in general education programs and the like. So that's been a lot of fun.

Dr. Hartzell: Cliff Swartz got the Ersted Medal.

Lester Paldy: Cliff got the Ersted Medal from AAPT a few years back for distinguished contributions to the teaching of physics. We've got a remarkable collection of here in science education really, Bentley, John Truxal, Arnold Strassenberg, Cliff Swartz, even Francis Bonner had a hand in the chemical education activity of the early 1960's, Frank Erk. That makes it very satisfying to do what we now do because we have people we talk to about important issues when they come up, get good advice.

Dr. Hartzell: That is off campus. It doesn't relate to Albany but it's off campus and it's discipline-wide and it's

Lester Paldy: It spins off onto the campus often because, you would see, for example, now this semester Cliff Swartz is working on a somewhat different approach to the teaching of freshman physics in terms of the way the course is organized with tutorials in effect replacing some of the larger sessions, a continuous creative effort on his part now for more than thirty years, fun to watch.

Dr. Hartzell: Okay, fifteen, can you name individuals you did things that were important for the future development of the University.

Lester Paldy: So many.

Dr. Hartzell: John Toll for instance.

Lester Paldy: Well, all of the senior administration, they made important contributions, were rather different, different substance, different style, an all important rating from Johnny, Alec, Sidney, Bentley, those were all important years. Bob Marcus in undergraduate studies

Dr. Hartzell: Is he at Brockport now?

Lester Paldy: I believe he's Provost at Brockport now, yes, I believe so. Herb Weisinger back in the graduate school. Herb was a difficult guy to get along with, I didn't have any trouble getting along with him but other people did, but Herb was tough and he had high standards, you had to cut it to get by Herb, he could be arbitrary but basically was thoughtful, insightful man.

Dr. Hartzell: I interviewed him down in Florida.

Lester Paldy: I noticed here.

Dr. Hartzell: Well, I think that's about everything I can

Lester Paldy: All right, I think I've given you the high points anyway.

Dr. Hartzell: All right.

Lester Paldy: I'll have to look through my files and see if I have any memorabilia that would be appropriate for the archives.

Dr. Hartzell: By all means do that, you know Volkercsz?

Lester Paldy: Yes, sure.

Dr. Hartzell: By all means.

Lester Paldy: Just give it to him if I think it's relevant.

Dr. Hartzell: Absolutely, he's understaffed but

Lester Paldy: I know I have a set of physics notebooks, my physics notes from those years, four years worth of hardbound physics notebooks, no idea if he wants them, I'll let him know.

Dr. Hartzell: Good,

Lester Paldy: I know what happens with things like that, sooner or later you look at them and say, why do I need these and you throw them out.

Dr. Hartzell: The reason I am doing this is that they had an idea about three or four years ago, I think Homer Neal started it; they wanted a history of Stony Brook, and they talked to a number of people about writing it.

Lester Paldy: Well, I think it's well worthwhile.

Dr. Hartzell: I think so too, and I had volunteered to be helpful for the years that I was the head of the institution, president without the title. And on my own I checked to see whether Judge Sullivan's papers -- he had died -- were still around; I checked with his second wife, and she wrote back saying that they thrown his papers out in the home. The secretary said that they were nowhere to be found in his chambers. So I simply sent that to Jerry Schubel with a comment, also calling attention to the fact that the three Governors who were responsible for starting the University system and Stony Brook were all dead; that Tom Hamilton was dead, he was called president then, but he was the chancellor, he was dead. That our Dean Stan Ross was dead, that the chairman of the Board of Trustees, Frank Moore, who had been the right hand man of Dewey and also Rockefeller, was dead. And that if they wanted to get some insight into the paper that would still be available from people who actually lived and worked, they better get started getting some collection started. I think that's what started it. So I've done over 60, you're 62 at this point. But I'm working on a book on human valuation, that's what I'm interested in right now.

[break in tape]

Lester Paldy: Dean for nearly ten years, and not one of the deans with real authority, with real resources at my disposal, I was just astonished that we didn't put more responsibility on the deans and give them more authority and say, I don't care how you do it, just do it right. Even though we probably claim that we're much more decentralized now, it seems to me the deans are not given enough responsibility.

Dr. Hartzell: That's something that I've felt very strongly.

Lester Paldy: The deans serve as messengers from the provost to the departments, that's all they do. They are bearers of bad or good news.

Dr. Hartzell: And the Provost is in no position really to know the details of personnel management, faculty, let's say the care and feeding of faculty.

Lester Paldy: In general that's true.

Dr. Hartzell: And it's up to department chairmen to do a good job and you are at the mercy of the kind of people that come up and become chairmen. I have no idea how that works, nobody's talked about that.

Lester Paldy: It's very uneven. I think recently I've seen some stirrings, I think there have been a couple of retreats where they've gathered department chairs and they've brought them out to Montauk or someplace and spend a weekend with them and talk about what it means to be a good department chairman and the responsibilities.

Dr. Hartzell: Who did that, Jerry?

Lester Paldy: I assume so, it's under his watch, so Jerry was in some terms responsible for it. But that's badly needed, it's always been astonishing that here management after all is a recently well evolved discipline in the United States, yet universities, at least this University, seem to pay absolutely no attention to any of the lessons learned and that people are appointed as chairmen because they are fine scholars, and they may not have the faintest idea how to elicit the real human potential of the people in their groups.

Dr. Hartzell: Absolutely. That's the function, I think, of a dean is to facilitate the intellectual growth and watch out for the behavior of faculty members *vis-à-vis* students and *vis-à-vis* colleagues. One of the statements about the nature of the dean or the function of a dean is that he is supposed to comfort the afflicted students and afflict the comfortable professors.

Lester Paldy: Well, that's been a long-standing problem around here. It could be that they are making some inroads now, but I'm not sure, I'm not close enough to it, but that's been a problem.

Dr. Hartzell: Well, Alec made, I thought, an excellent department chairman.

Lester Paldy: Oh, he was, no question.

Dr. Hartzell: And one reason I selected Stan Ross was that I liked the way he went at the selection of new staff, the care with which he looked at new staff, but I didn't know him well enough to know some of the other aspects at the time, but I needed a dean. I

came as acting chief administrative officer and dean of arts and sciences, the whole works.

Lester Paldy: Well, one of the problems now is the Provost has to in effect serve as dean of arts and sciences and he does that, and I've seen this, I've worked for three Provosts and it seems to me that's done at great cost, because you then neglect relations with the Health Sciences Center and you're too much involved in the day-to-day life of the college of arts and sciences. Engineering inevitably gets neglected. The necessary integration of engineering and arts and sciences in terms of undergraduate education doesn't get done well enough. I don't think that the vice provosts responsible for those areas have enough clout. At least the perception is that only the Provost allocates resources; so the Provost has been serving as Dean of arts and sciences, predictably with bad results.

Dr. Hartzell: I thought that was the function of Don Ihde.

Lester Paldy: No one pays any, I shouldn't say no one, but it seems to me the title of coordinator or convener of the deans has no clout. I'm sure the dean of engineering pays absolutely no attention to Don in that capacity. And I have no evidence that any one, any of the other deans would be much moved by anything that the convener says because he is perceived as one among equals.

Dr. Hartzell: Really. I guess I don't understand the hierarchy at the present time.

Lester Paldy: Well, there isn't a dean of arts and sciences, that's for sure. There are four deans in arts and sciences and one of them serves as convener, someone has to call the group together, but they all have their own separate games to play.

Dr. Hartzell: Nobody over all four.

Lester Paldy: The Provost.

Dr. Hartzell: The Provost, but he's over everything else. Well, that's division of the sciences.

Lester Paldy: Well, Norman Goodman, I see you've talked to Norman on here, Norman has had strong views on the need for a dean of arts and sciences, I'm sure he

could tell you more about it. That's not been popular, I think Jack has not wanted to create that position for many reasons, I don't understand, perhaps he feels it would be excessively centralized and would lead to the all the rigidity one gets in an excessively centralized

Dr. Hartzell: It depends on the kind of person you get for the job.

Lester Paldy: Sure.

Dr. Hartzell:

Lester Paldy: Okay, well thanks again for coming by.

[end of interview]