IN MEMORIAM

BASCOM BARRY HAYES

Dr. Hayes climaxed an influential professional career by becoming, at age 52, a Professor of Educational Administration in The University of Texas at Austin in 1960. In the ensuing eleven years he made striking contributions to the University itself by launching constructive momentums still potent in 1981. In addition, he continued apace his acclaimed contributions to the improvement of public school education in Texas and the nation. Physical impairments caused him to assume Emeritus status in 1971. He died on January 8, 1981 -- the seventy-third anniversary of his birth. But, death cannot erase the legacy of strides forward he left on the sands of this campus and of the cause he served. Neither can death dim the admiring affection held for the inimitable Bas Hayes by those who lived and worked alongside him.

The professorship assumed by Dr. Hayes had a unique dimension. The Board of Regents and the University administration established it to accelerate constructive interfacings between the University's quest for excellence and the vitalization of the state's public school system. For 25 years, Dr. Hayes had been a striking vitalizer of that system; for ten of those years he had also been a staunch collaborator with the Department of Educational Administration. All advisers to the Department said he was made to order for the unique dimension of the position. His leadership accomplishments over the next decade thoroughly validated that prediction. He sparked paragon-level continuing education enterprises for school superintendents. Professors from many University departments became consultants to school districts, the Texas Education Agency, and Committees of the Legislature. The Office of School Studies which he founded and headed became an influential activist in connecting University research with public schooling in

action. Practitioners galore joined the deliberations of Department professors in re-designing graduate programs. One of those programs used a semester-long internship to blend theoretics with practice. It was Bas Hayes who secured the service of school districts in providing internships of true excellence. In off-campus enterprises addressed to state and national public policies for schooling, Dr. Hayes was present constantly. He also connected other University professors into such enterprises. An officer in the University administration had been assigned to monitor achievements toward the unique goal set for the professorship position. A year before Bas Hayes retired, that officer reported, "Interfacings have tripled in volume and -- more importantly -- have risen to first class in caliber." When that report was read in a meeting of the Dean's Cabinet of the College of Education, all eyes turned to Dr. Hayes.

For Dr. Hayes, that tribute was similar to other ones occurring frequently over the past thirty years. Whatever the locus of his position, it served as a site from which leadership for all of public education emanated. Bas Hayes was never bashful about putting forth ideas for improving the status quo. His popularity among peers produced scores of opportunities to do that. Such popularity attested to his being very human; he fished and played cards and kidded with fellows, simultaneously manifesting old-fashioned, near-Puritanical work-ethic and scales of value. His leaderly professional ideas were respected for several reasons. First, his at-home productivity as Superintendent of Schools and as a Texas Education Agency stalwart aroused credibility. Second, his never-ceasing scholarhood aroused trust in his advice; by graduate study in The University of Missouri (M.A., 1948), in The University of Texas (Ed.D., 1954), in postgraduate seminars, and in self-guided engagements with literature, he attained authoritative status in several fields. School finance, school law, school district organization structure, and Board of Trustees functioning were four of those.

School districts repeatedly called upon him to diagnose and renew their operations; his successful practicality in doing that further enhanced confidence in his scholarly stature. Similarly, right on to the day he retired, one-third or more of his 60-hour work weeks was invested, by invitation, as an adviser to capital-letter committees and commissions seeking to arrive at public policy toward public education. The ideas of Bascom Hayes almost always had an extra dimension, which was his hallmark; they included ways-and-means plans for inserting an idea into practice. The long-time Commissioner of Education in Texas came to the retirement party for Dr. Hayes to observe that, for thirty years, few major decisions affecting the public school system had been made without securing advice from Bas Hayes.

In his University position, Dr. Hayes quickly demonstrated the prowesses treasured by academia. As a teacher in courses for graduate students he won distinction for exacting thoroughness and for the acquisitions made by students. He conducted research, making inventive usages of field-originated data. As supervisor for doctoral investigations, he guided students into the same rigorousness which had made his own doctoral dissertation a landmark citation in the literature of political system analysis. His professorial colleagues drafted him as Department Chairman two years after he arrived, and stretched out his tenure to five-year length. In that capacity, his unprecedented decisiveness and style of management disconcerted some professors, but turned out to be what the Department needed most at that time. As Chairman, Bas opened doors to University resources and doors in the minds of professors which resulted in a major re-casting of the Department's programs for educating administrative professionals. In that re-design process he was a constant champion for maximized programs in preference to minimal compliances with external requirements for credentials. In 1981, those programs as re-casted are eminent in national ranking.

In 1981, those who were Department colleagues of Bascom Hayes memorialized him especially for two personalized legacies. One is the live memory of his inimitable salty personhood which alternately dis-eased predispositions and inspired professional ambitions. The second is an internal sensitivity to shouldering and discharging obligations of the whole Department. These legacies testify that the leaderly impact of Bascom Hayes cannot be thwarted by his death.

Peter T. Flawn, President
The University of Texas at Austin

H. Paul Kelley, Secretary
The General Faculty

This Memorial Resolution was prepared by a Special Committee consisting of L. D. Haskew (chairman), Kenneth E. McIntyre, and Michael P. Thomas, Jr.