In Memorium

JOHN C. BIERY

John C. Biery, 53, Professor and Chairman of Chemical Engineering at the University of Florida, died in a plane crash in Gainesville, FL. on Friday, Jan. 9, 1981. He had been chairman for over nine years, previously teaching for one year at the University of Arizona following seven years at Los Alamos Scientific Laboratory. He received his BS from the University of Michigan and his PhD from Iowa State University. He was Past Chairman of the ChE Division of ASEE.

These above dry facts do not convey the overpowering feelings that flooded those who knew and, as a result, loved John, when the tragic news was received. An initial shock of disbelief, a painful acceptance of its reality, but then a glowing reflection on the goodness of John's exuberant life. Essentially everyone has said, "You know, the last time I saw him, we had such a *good* time together."

Most of us here knew John during the time he lived in Gainesville. His activities demonstrated his tremendous capacity for accomplishment over the great range of titles of professor, chairman, AIChE and ASEE member, consultant, researcher, jogger, pilot, seminar speaker, organizer, facilitator. Yet the breadth and depth level of the activities were not what was so remarkable; rather his personal warmth and feeling and his stress on the value of relationships among people in all aspects is recollected.

Among the many activities in which he took great enjoyment was working with industrial recruiters. John believed deeply in the American process of technological advancement and the value of a technical career. His role here was to facilitate interactions between industry and academia, properly prepare students for the next step in their lives and to enable his faculty to reach their own research goals while providing the understanding and knowledge for the next developments in practice. In his interaction with companies, he encouraged—no, insisted, that they contribute to the educational process not only for their own sake and that of the students, but also that of society. He developed the largest program of aid for minority students in the college, tirelessly badgering companies to provide funds and summer jobs, personally counselling and often teaching the students himself.

Though John had worked outside the University for much of his professional life, when he became Chairman, he did it in his characteristic way, with tremendous enthusiasm and personal concern for all its aspects. His prime interest was education in its broadest sense. He was committed to the development of the entire individual, and he recognized how all elements of a student's life make an impact. There is no student who was not genuinely and personally touched by John while here. There are a tremendous number who would say, and have said, "He is personally responsible for the great position I am in." Even more, he not only took great pride in his faculty, he aggressively sought opportunities for them, he fought for their support, encouraged them to reach their potential and enjoyed his personal relations with them and their loved ones immensely. In fact, to him the faculty family clearly included the family of faculty.

John was often involved with organizing professional meetings on teaching and on personal relationships, presenting papers such as "Should Engineering Students Be Taught To Blow The Whistle?" and "Can An Engineer Be Actualized?" Administrators above and staff below had more than a respect for him. John had the ability to address problems headon while being able to show a genuine sense of respect to the people with whom he was working. This quality alone set him apart and truly distinguished him as a person of high integrity and leadership. Further, he led by example, doing things that people could follow. This enhanced his effectiveness and caused him to endear himself to other people.

John's approach to life was typified by his approach to running. He did not just jog half-

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Thermodynamics, Process Dynamics and Control, and Reaction Kinetics will eventually be offered as self-paced computer-based courses delivered on interactive graphical computer terminals and utilizing self-paced textbooks, video cassettes, audio cassettes and film strips. Student exposure to completely computer-based courses will be limited to one, or at most two, per university term. Faculty will continue to teach advanced undergraduate and graduate courses in the traditional lecture mode, and they will have more time for research and personal interaction with students. □

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heartedly around the neighborhood from time to time. He immersed himself in running, rarely missing six to nine miles a day, studying it, experimenting with it, wiring himself up to measure what physiological responses occurred, and getting other people involved, mostly by the infectious quality of his enthusiasm.

A close associate at Los Alamos summed up many of the feelings of those close to John. "You have been truly one of those who made the world a better place. You gave many people a model of how life should be lived: your zest for experiencing new things and trying new ways was inspirational. I am intensely grateful that you came into my life. I just wish you hadn't left so soon."

JOHN O'CONNELL
U. of Florida