

# Barclay Gibbs Jones

*June 3, 1925 — May 26, 1997*

Barclay Jones, Professor of City and Regional Planning at Cornell University since 1961, played a key international role in the intellectual development of urban economics, city planning, regional science, and historic preservation. He trained scores of young people who have gone on to become academics, professionals, and heads of academic departments and research organizations throughout the world

After he served in the U.S. Army in World War II, where he received the Purple Heart, he earned Bachelor's degrees in both Art and Architecture from the University of Pennsylvania; a Master's degree in Regional Planning in 1955; and a Ph.D. degree in Economics from the University of North Carolina in 1961. He married Ann Tompkins in 1957. They had two children, Barclay Gibbs Jones, 3rd, and Louise Jones. Barclay first joined the planning faculty at the University of California at Berkeley and in 1961 moved to the Department of City and Regional Planning at Cornell. Ann died in 1994.

Barclay contributed immeasurably to the growth of the graduate programs in City and Regional Planning, Regional Science, and Historic Preservation Planning at Cornell. When he arrived at Cornell, the department was very small with only two full time and two part time faculty members. He played a major role in the subsequent development of the department and its expansion from primarily a professional planning program to one with parallel emphases on research and scholarship. He placed great importance on synergy among professional education, research, and academic scholarship, the three components of the department's programs.

Barclay supported the building of many scholarly and academic institutions. He was a major force not only in the building of the graduate program in planning at Cornell but also at the University of Puerto Rico. With Professor Stephen Jacobs he built and maintained the historic preservation program and established connections with Chinese, Russian, and East European researchers. He actively lobbied for scholarly research in architecture, and he served as the lone social scientist in an earthquake research group, dominated by engineers and geologists. Throughout his career for over 30 years, he generated the bulk of graduate planning research fellowships at Cornell. An endowment in the City and Regional Planning programs at Cornell University was established to support teaching and quantitative research methods in Professor Jones' name by former student, Thomas W. Jones, former President and Chief Operating Officer to TIAA-CREF.

Barclay was a member of the American Institute of Architects, the American Institute of Certified Planners, Phi Kappa Phi, the American Economic Association, the American Association for the Advancement of Science, and the Society of Architectural Historians. He served as president of the Urban and Regional Information Systems Association from 1966-69, president of the North East Regional Science Association in both 1975-76 and 1987-88, and president of the Regional Science Association in 1983. He was the chairman of the City of Ithaca Landmarks Preservation Commission from 1984-91 and was president of Historic Ithaca and the Tompkins County Landmarks Commission, a local nonprofit organization concerned with historic preservation. He was named a Fellow of the U.S. International Council on Monuments and Sites in 1986 and received the National Parks Service's 1988 Public Service Award from the U.S. Department of the Interior.

Barclay was an active researcher, scholar, teacher, and consultant, in addition to his many achievements in teaching, program building and development, and community service. His research encompassed important issues in regional science, city and regional planning, and historic preservation planning, and he published over 50 papers in these fields, many of them co-authored with his students. In 1990, he was named Distinguished Planning Educator by the American Collegiate Schools of Planning. His consulting activities, which extend back more than 30 years, ranged from small towns in upstate New York to national governments around the world. His most recent assignments were with the United Nations and the World Bank. He was also an active member of the executive and research committees of the National Center for Earthquake Engineering Research at the State University of New York in Buffalo.

Barclay Jones will be remembered not only for his scholarly and professional accomplishments, but also, perhaps particularly for the great emphasis he placed on his relationships with his students. He dedicated his career to supervising and guiding his graduate students in planning at Cornell University. He gave special attention to Ph.D. candidates in planning and was responsible for supervising more doctoral candidates in the department than any other single faculty member. Nearly twenty department chairpersons in planning at universities throughout the United States were products of the Cornell program, and Barclay served on the committees of most of them. It has been estimated that he served as a chairperson for more than one-third of all the students who received doctoral degrees in planning and regional science from Cornell in addition to his work with professional planning students and undergraduates.

Barclay's enthusiasm for planning, its history and its constant evolution were infectious. Among Cornell students his sessions with his doctoral candidates and his advisees were legendary: 10 p.m. for the early appointment

and 1:00 a.m. for the late appointment. It was in these leisurely but intellectually challenging sessions that the mentor-student relationship was most obvious and students were encouraged to develop their own philosophies of planning. One of his former doctoral students has been quoted as saying, "All of his students felt like me, that they were getting 90 percent of Barclay's attention." His philosophy of education is perhaps best summed-up in his own words:

*"If you do it right, your students will go on to do things you could never do, write things you could never write, conduct research you could never carry out, solve problems beyond your capacity, and surpass you in numerous ways. What you must do as an educator is create a learning opportunity for younger people that will make you obsolete."*

*Pierre Clavel, John Forester, Sidney Saltzman, K.C. Parsons*